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# Exploring the Predictive Value of Intrapersonal, Interpersonal, and Institutional Factors on College Women's Intention to Help in Sexual Harassment Prevention

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EXPLORING THE PREDICTIVE VALUE OF INTRAPERSONAL,  
INTERPERSONAL, AND INSTITUTIONAL FACTORS ON COLLEGE WOMEN'S  
INTENTION TO HELP IN SEXUAL HARASSMENT PREVENTION

DISSERTATION

Submitted to the Faculty of  
Montclair State University in partial fulfillment  
of the requirements  
for the degree of Doctor of Philosophy

by

AMY D. ZAVADIL

Montclair State University

Upper Montclair, NJ

2015

Dissertation Chair: Dr. Leslie Kooyman

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MONTCLAIR STATE UNIVERSITY  
THE GRADUATE SCHOOL  
DISSERTATION APPROVAL

We hereby approve the Dissertation  
EXPLORING THE PREDICTIVE VALUE OF INTRAPERSONAL,  
INTERPERSONAL, AND INSTITUTIONAL FACTORS ON COLLEGE WOMEN'S  
INTENTION TO HELP IN SEXUAL HARASSMENT PREVENTION  
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## ABSTRACT

### EXPLORING THE PREDICTIVE VALUE OF INTRAPERSONAL, INTERPERSONAL, AND INSTITUTIONAL FACTORS ON COLLEGE WOMEN'S INTENTION TO HELP IN SEXUAL HARASSMENT PREVENTION

by Amy D. Zavadil

This study set out to explore intrapersonal, interpersonal, and institutional factors among college women as predictors of intention to help in sexual harassment situations. The study included factors of race, sexual orientation, experience of sexual harassment, group or organization participation, knowing a survivor, awareness of policy, and likelihood to report harassment as ecological factors. A hierarchical multiple regression model was used to identify intrapersonal, interpersonal, and institutional factors as predictors of intention to help. Sexual orientation was also explored as a moderating variable. Discussion of implications for prevention educators, Title IX coordinators, and counselors is included, as well as proposed directions for future research.

## Acknowledgement

There are many who have joined me and supported me along my path of learning, more than I can name. I would like to acknowledge the Montclair State University faculty and staff in the College of Education and Human Services, the Graduate School, and across the University. The Department of Counseling and Educational Leadership and all who have worked, as faculty and staff, and students who have attended over the course of the past eight years have taught me a wealth of lessons. Mary Andreoli, thank you for all you do, particularly consistently greeting us with a smile!

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and counselor education. Larry Burlew, Jane Rheineck, Michael Brubaker, Laura Shannonhouse, Cheryl Notari, and Gary McClain, many thanks for your ongoing contributions to my learning and as counselor educators.

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projects, and scripts are in here! Just find the right words and put them in order!" Who knew I would find the words to complete a dissertation?! Thanks for your many years of support and wisdom, Petey!

During the later stages of my dissertation work, I was reminded of the words of Robert Pirsig, "You look at where you're going and where you are and it never makes sense, but then you look back at where you've been and a pattern seems to emerge." You provided me a perfectly timed Zen reminder, in more ways than I can explain, Jason, many thanks.

To my friends and family, I thank you for tolerating my many absences and declined invitations as I have immersed myself in my studies. Kathleen, Pam, and Kathy, always my best of friends, your support is always in my heart. Pam, Megan, and Seton, our impromptu (and planned) dinners were always so helpful and welcome. Mom, Dad, David, Alice, and Danny, my family has taught me, among other things, the shared love of learning. Love you!

"The trails are not marked, there are many dead ends, the journey is far longer than expected, and at the end, little may be there. What counts is what one learns along the way and passes on to future explorers of the uncharted terrain" (Bronfenbrenner & Morris, 2006).



## Dedication

Throughout the time of my work on this dissertation, there has been more than a year of activism locally and nationally, with regard to sexual harassment on campuses. I have had the opportunity to provide training locally and at national conferences; to speak with dozens of individuals about their traumatic experiences; and there have been numerous tragic losses – college students gone too soon. Together these experiences remind me of the privilege it is to work in higher education supporting students as they progress through their college experience, an important time in individual development. In recent years, many students are vacillating between heartbreak and hope, and recognizing privilege in their space in the academic world as well as injustices that occur each day, on campuses and in our communities. To students and the dedicated staff (and faculty) who work with them: It is with great hope that I dedicate this work as but a small step in increasing understanding, encouraging bystander intervention, and supporting culture change.

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## **Chapter One**

### **Exploring the Predictive Value Of Intrapersonal, Interpersonal, and Institutional Factors on College Women's Intention to Help in Sexual Harassment Prevention**

## **Introduction**

Sexual harassment is prevalent on college campuses. According to Hill and Silva (2005), reviewing self-report survey responses from college students across the nation, two-thirds of college students indicate they have experienced or know friends who have experienced sexual harassment in college. Others have found as many as half of all women experience sexual harassment in some form during college (Huerta, Cortina, Pant, Torges & Magley, 2006; Fitzgerald et al. 1988). Often cited research over the past two decades has reported that between one in four and one in five college women report experiencing attempted or completed sexual assault while in college (AAUW, 2001; Birdeau, Somers, & Lenihan, 2005; Birsuk & Geftter, 2011; Charney & Russell, 1994; Koss, Gidycz, & Wisniewski, 1987; Krebs, Lindquist, Warner, Fisher, & Martin, 2007; McCormack, 1995; White House Task Force to Protect Students from Sexual Assault, 2014). Exposure to harassing behavior, often framed as “just joking,” makes it difficult for victims to name the behavior as harassment and re-victimization is high for those who have already experienced sexual harassment (Berman, Izumi, & Arnold, 2002; Cortina, 2001; Daigle, Fisher, & Stewart, 2009; Klem, Owens, Ross, Edwards, & Cobia, 2009).

There is a wide range of definitions of sexual harassment, and often those who experience sexual harassment may not initially name it as such. The definition specified

by the Department of Education Office of Civil Rights (OCR) is provided here as schools have an obligation to respond to such behavior as required by Title IX of the Education Amendments of 1972:

Sexual harassment is unwelcome conduct of a sexual nature. It includes unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Sexual violence is a form of sexual harassment prohibited by Title IX. Title IX also prohibits gender-based harassment which may include acts of verbal, nonverbal, or physical aggression, intimidation, or hostility based on sex or sex-stereotyping, even if those acts do not involve conduct of a sexual nature (OCR, 2011, p. 3).

Further, guidance issued in 2001 (OCR, 2001) provided specifically that “conduct must be sufficiently serious that it adversely affects a student’s ability to participate in or benefit from the school’s program” (p.vi) referred to generally as ‘hostile environment.’ Colleges and universities must have and promote policy that prohibits sexual harassment (VAWA, S.47, Violence Against Women Act Reauthorization of 2013). Finally, guidance from the Office of Civil Rights (2011), as well as recent resolution agreements with institutions alleged to have violated Title IX (OCR complaint resolutions), specifically recommend assessment of campus climate to monitor student perception and experience of harassing behaviors, and to inform response, prevention, and practices.

In response to the ongoing prevalence of sexual harassment on college campuses, national awareness and prevention efforts have emerged. In January of 2014, President Obama created a White House Task Force to Protect Students from Sexual Assault (White House Task Force), an interagency group tasked with providing promising practices related to prevention and response to sexual violence (Obama, B., 2014). In the fall of 2014, the White House launched the “It’s On Us” campaign, promoting bystander

intervention – emphasizing ending sexual harassment is a community issue. Also, just one popular media example, in early January of 2014, the Huffington Post created on its web page a news section titled “Breaking the Silence: Addressing Sexual Assault on Campus” to cover the near daily articles and blog posts about sexual harassment, sexual assault, federal enforcement, and college student reports of sexual violence on campus.

The White House Task Force provided a campus climate toolkit as part of the April 2014 report. A campus climate survey is put forth as an important tool for understanding what is happening on a given campus, to inform prevention efforts through identification of issues experienced by students and measuring awareness and effectiveness of related educational efforts. The report goes on to describe the importance of an ecological approach to effective primary prevention efforts, including the training of bystander intervention to engage the community in prevention (DeGue, 2014). In addition, the report calls for further research to support the development of effective, evidence-based prevention practices to prevent sexual violence on campus.

Using an ecological framework, this study was designed to examine within group differences among undergraduate college women and how individual and community factors influence their attitude toward bystander intervention helping behaviors, or intention to help friends, related to campus sexual harassment. Analyzing data collected through a campus climate survey, intrapersonal (e.g. experience of harassment), interpersonal (e.g. knowing a survivor), and institutional (e.g. awareness of policy) factors were explored as predictors of bystander intention to help.

### **Background Research**

College women experience sexual harassment at high rates (Allan, 2011; Fitzgerald et al., 1988; Hill & Silva, 2005; Huerta, Cortina, Pang, Torges, & Magley, 2006). Hill and Silva (2005) also found a higher likelihood of reported experience of sexual harassment by lesbian, gay, and bisexual students; as well as finding that racial groups experience similar levels of harassment, but report differences in types of experiences and responses to such experience. Research findings also indicate that re-victimization is high for those who have already experienced sexual harassment (Berman, Izumi, & Arnold, 2002; Daigle et al., 2009; Klem et al., 2009). Among other physical and psychosocial impacts, Hill and Silva (2005) report that disruption of education is likely for female students who experience sexual harassment.

Within higher education, there is currently a national focus on the incidence of sexual harassment on college campuses (Huffington Post, 2014; OCR, 2011; White House Task Force to Protect Students from Sexual Assault, 2014; VAWA, 2013). In addition to growing media attention, there are several existing federal regulations and guidance documents that have added mandates at the campus level, emphasizing the expectation of ongoing efforts to provide a campus community free from discrimination and harassment based on sex. Recent federal legislation (Violence Against Women Act reauthorization, VAWA, 2013) now specifically requires colleges and universities to provide bystander skills training as a prevention effort related to ending sexual violence on campus. In addition, the White House Task Force Report, issued April 29, 2014, recommends that colleges and universities should be engaging in campus climate surveys



to understand how students are experiencing the campus community and inform related prevention efforts. Congress has also proposed new legislation that would require colleges to conduct regular climate surveys (S.2692, 2014; S590, 2015; HR.1310, 2015). States are also considering such legislation at the state level of government. Information gathered through campus climate surveys can serve to inform prevention efforts and aid in raising awareness within a campus community of the prevalence of harassing behaviors, and identify opportunities to reduce such behavior.

Bystander intervention is an approach to prevention of sexual harassment that is increasingly being examined in campus settings. It is community focused, emphasizing the role of bystanders who are likely in a position to intervene in harassing situations on campus. While there is a growing body of research related to bystander intervention efforts on college campuses (Banyard, 2014; Banyard, Moynihan, & Plante, 2004; Coker, et al., 2011; Foubert, 2009; McMahon, 2012; Moynihan & Banyard, 2012), there is still much to be learned. Ultimately, bystander intervention is about overcoming barriers to intervention to create a safe, inclusive community climate. Given the expectation of an educational institution to create and support an environment free from discrimination and harassment based on sex, research to further understand what factors influence a student's intention to help can serve to support ongoing development and implementation of effective bystander intervention sexual harassment prevention efforts.

## **Theoretical Framework**

### **Effective Prevention Programming**

Prevention efforts that focus entirely on individual behaviors do not acknowledge the impact of context on the individual's experience of and response to sexual harassment. Peer norms and community factors, in addition to individual variables such as experiences and attitudes influence incidence of harassment. There is growing focus on the importance of community context in prevention efforts, utilizing an ecological model to conceptualize layers of influence and opportunity to create change (Banyard, 2011; Casey & Lindhorst, 2009; DeGrue, 2014). Bystander intervention is a promising prevention practice, training bystanders to recognize their ability to act to intervene safely (Banyard, 2011; Banyard, Moynihan, & Plante, 2007; Bell, 2008).

Nation et al. (2003) describes elements of effective prevention education. Among the relevant factors raised is the need for prevention efforts to be tailored to the audience. Casey and Lindhorst (2009) stress the importance of prevention efforts that recognize multiple levels of an ecological model, recognizing intrapersonal, interpersonal or peer influence, and community or institutional factors that influence attitudes and behaviors of individuals. In a college setting, it is a complex undertaking to tailor prevention education to the diversity of the participants, yet to reach the entire campus community. Narrowing the focus here on undergraduate students, there are a number of factors that may influence student receptiveness to prevention education. Requiring prevention education upon entering school, typically through orientation programming, is an effective way to reach a large audience of students, however, on its own will not be sufficiently effective

to shift attitudes and behaviors toward intervention. In addition, past experience, including prior education about pro-social behavior and bystander intervention as well as prior experience of harassment, may influence how receptive a student may be to the information. Ongoing assessment is an important, but often under utilized, component of effective prevention education (Banyard, 2014; DeGue, 2014; Nation et al., 2003). An ecological theory of human development recognizes that individual development occurs within and is influenced by interaction with others and the environment. Bronfenbrenner and Morris (2006) describe a process of discovery in seeking to understand the individual within a community, considering the influence and interaction of levels of ecological factors.

This study will apply an ecological lens as a framework toward better understanding college women's intention to help, to inform the application of bystander intervention skills training as a prevention effort to reduce campus sexual harassment.

### **Bystander Intervention**

Bystander intervention is prevention education intended to shift the focus of prevention from a focus on victim and perpetrator, to recognizing prevention as a community issue (Moynihan & Banyard, 2012). This shift to prevention as a community issue is related to campus climate, the importance of all members of the community seeing their role in contributing to campus as an inclusive space. There is a growing body of research regarding implementation of bystander intervention education in college settings (Bannon, Brosi & Foubert, 2013; Banyard, 2014; Banyard et al., 2004; Coker et al., 2011; Foubert, 2009; Foubert & Cowell, 2004; Katz & Moore, 2013; McMahon,

2012; McMahon & Farmer, 2009; Moynihan, 2012; Moynihan & Banyard, 2008; Moynihan, Banyard, Eckstein, & Stapleton, 2010). Bystander intervention is based upon the work of Latane and Darley (1970), which identified the bystander effect, the barriers that impede bystanders from helping in emergency situations, and describes necessary steps that must happen for help to occur.

Bystander intervention looks to theories of pro-social behavior and identifies that five steps must happen for intervention (or help) to occur. The five steps are to notice an event, see the event as a problem, see personal responsibility to respond, know how to respond, and to take action (Burns, 2009; Bell, 2008; McMahon & Banyard, 2012). Getting through these five steps requires a range of understanding to recognize behavior that is problematic, recognizing barriers to aid in overcoming barriers to helping, and having skills or knowing resources to offer help.

### **Purpose of the Study**

The application of an ecological theoretical lens in exploring the predicting factors that may influence women's intention to help in bystander intervention efforts related to sexual harassment warrants further exploration (Banyard, 2011; Gillum, 2014). In the White House Task Force Report (DeGue, 2014), it is recommended that addressing prevention at multiple levels is warranted, including attending to institutional policies, educational efforts, and training in bystander intervention. Further exploration is necessary to identify how best to reach students in a manner that can effectively increase knowledge and shift attitudes and behavior. Identifying factors that may or may not predict intention to help can contribute to this growing interest in development of

bystander intervention as effective sexual harassment prevention education for undergraduate college students.

This study proposed several intrapersonal, interpersonal, and institutional factors as potential predictors of intention to help among college women in situations related to sexual harassment. With increasing emphasis in government scrutiny of institutional practices regarding policy and procedures related to sexual harassment, raising awareness of policies and working to increase the likelihood to report experience of sexual harassment behaviors is important to responding to sexual harassment but it is not clear whether such efforts will influence intention to help others. In addition, there is much research to support the prevalence of sexual harassment experiences of college women, supporting these efforts to address the issue, but less is known about whether such past experience may predict a woman's intention to help in situations of sexual harassment. There is research that relates active campus organization participation (athletics, sorority, student organization) to greater educational outcomes (Pascarella & Terenzini, 1991), this study examined whether group participation may predict intention to help. Several studies (McMahon & Farmer, 2009; McMahon, 2010; Moynihan & Banyard, 2008) indicate knowing a sexual assault survivor may predict a greater intention to help, this study examined this as well. Previous studies have indicated a desire to examine race as a predictor of intention to help, however have had insufficient diversity of sample to undertake such analysis (Amar, Tuccinardi, Heislein, & Simpson, 2015; Banyard, 2008; Banyard & Moynihan, 2011; McMahon & Farmer, 2009). This study included race as a predictor of intention to help. And, finally, given that it is documented that LGBTQ

individuals experience harassment at greater rates than their heterosexual peers (D'Augelli, 1992; Friedman & Leaper, 2010; Hill & Silva, 2005), this study examined whether sexual orientation may interact in predicting intention to help in sexual harassment on campus.

Applying an ecological lens, this study sought to identify whether intrapersonal (experience of sexual harassment, sexual orientation, and race), interpersonal (group membership, knowing a survivor) and institutional (knowledge of policy and procedures, likelihood to report an incident) factors may predict bystander intention to help among undergraduate college women.

### **Significance of the Study**

Since the updated Office of Civil Rights Dear Colleague Letter (DCL) from April of 2011, there has been growing media and enforcement attention on college campuses, as well as heightened awareness of harassment and response among staff and students. The 2011 DCL mentions bystander intervention as an example of suggested prevention efforts to be considered on college campuses. Included in the Violence Against Women Act Reauthorization of 2013 (VAWA, some refer to as Campus SaVE) are amendments to the Clery Act, that among other obligations, set specific federal requirements of crime prevention efforts on college campuses. Effective March 2014, colleges must provide bystander skills training to all incoming students and employees, as well as provide ongoing prevention efforts. The White House Report on Women and Girls (January, 2014) also cited research on the state of sexual violence, with focus on college campuses, and called for a federal task force to look further at the issue. The first White House Task

Force report was issued in April 2014. In addition to expecting appropriate support and response when sexual violence occurs, much of the national discussion regarding how colleges are to respond to these new obligations is focused on prevention efforts, and a desire for effective prevention efforts. Both the VAWA regulations and the White House Task Force Report emphasize the use of prevention efforts that are comprehensive, supported by evaluation, and grounded in theory.

A recommendation suggested in Department of Education Office of Civil Rights (OCR) guidance, as well as the White House Task Force report and the Campus Safety and Accountability Act (congressional bill, S.2692; S590, 2015; HR.1310, 2015), is to conduct campus climate checks to assess student perception of the campus community. There are many challenges to campus climate assessment, not the least of which is the range of ways campus climate is defined (see Hart & Fellabaum, 2008). Hurtado, Griffin, Arellano, and Cuellar (2006, As cited in Hart & Fellabum, 2008) indicate that the purpose of climate assessment is ultimately to inform (and shift) institutional culture, such as using results of climate surveys to inform prevention efforts.

Lindy-Wagner and Winkle-Wagner (2013), however, identify that often a climate assessment is focused on perception of one aspect of identity— such as racial climate, sex or gender based, or sexual orientation – whereas our lived experience is our identities are multi-dimensional. There has been a call for research that looks at climate more broadly, to recognize that within group experience may differ rather than looking only at aggregate information as a measure of climate (Lindy-Wagner & Winkle-Wagner, 2013). Support for further exploration of this intersectional perspective can also be found in

existing studies that indicate women of color experience sexual harassment differently than white women (Campbell, Dworkin, & Cabral, 2009; Yoon, Funk, & Kropf, 2010). Lindy-Wagner and Winkle-Wagner specifically identify a lack of campus climate research at historically black institutions and women's institutions. Of significance to this study in particular is a study conducted by Kinzie, et al. (2007) that found students choosing to attend a women's institution may be more engaged in their academic environment. Seeking to understand campus climate and student perspectives is important to inform prevention efforts. This study will seek to utilize data collected in a campus climate survey to identify within group differences among college women attending a women's institution.

### **Research Design**

The purpose of this study was to utilize an ecological theoretical lens to identify intrapersonal (experience of harassment, sexual orientation, and race), interpersonal (group membership, knowing a survivor), and institutional factors (awareness of policy, likelihood to report) as predictors of intention to help in situations of sexual harassment on campus. Specifically, this study sought to identify differences among a sample of college women. The current study analyzed survey data that included self-report responses, collected through a campus climate survey distributed to all students, aged 18 and older, at an urban, residential, women's liberal arts college that shares resources with a co-ed institution. The institution had provided Title IX information and some bystander intervention training to all incoming students and provided education through student



groups and organizations throughout the year. This was the third year that a campus climate survey of this nature was utilized.

Banyard, Moynihan, Cares, and Warner (2013) revised a measure, the brief bystander intention to help scale, to assess college student intention to help in situations that could interrupt potential sexual violence. The measure has been tested for reliability and validity in a college setting. The climate survey asked students to provide demographic information including race and sexual orientation. Questions also captured personal experience of harassing behaviors, including sexual assault experiences, during the past twelve months, student group involvement on campus, as well as identifying whether a student knows someone who has been sexually assaulted. In addition, students reported their awareness of policy and procedure related to sexual harassment and discrimination as well as their likelihood to report to college staff if they are aware of potential sexual harassment. Sexual orientation was analyzed as a moderator of knowing a survivor.

### **Definition of Terms**

**Bystander intervention.** As described above, bystander intervention is a prevention effort intended to shift the focus of prevention to community, identifying barriers and suggesting pro-social ways in which bystanders can act to prevent harmful interactions (Banyard et al., 2004; Bell, 2008; McMahon & Banyard, 2012). Bystander intervention identifies five steps that must occur for help to happen – noticing a situation, interpreting it as a problem, seeing personal responsibility to respond, knowing how to help, and taking action. Bystander intervention prevention education presents these steps and

identifies a range of common barriers, to aid in recognizing options and taking action.

(Bell, 2008).

**Campus climate.** The term “campus climate” is frequently used in higher education, but there are many definitions and measures used to assess campus climate (Hart & Fellabaum, 2008; Hurtado, Griffin, Arellano, & Cuellar, 2008). In most cases, the concept of campus climate is institution and student specific (Lundy-Wagner & Winkle Wagner, 2013). The introduction provided to participants completing the survey related to this research were advised of an intention to understand “knowledge, experience, and perception” of campus policy, harassment within the campus community, and general perception of campus climate. The introduction also indicated that analysis of data could inform efforts to ensure a campus free from discrimination and harassment and related programming.

**Demographic factors.** In this study, demographic information collected refers to race, year in school, and sexual orientation.

**Ecological model of prevention.** An ecological model, stemming from the human development work of Bronfenbrenner (1979) seeks to understand multiple levels of context that influence individual attitudes and behaviors. In addition to intrapersonal and interpersonal factors, an ecological model recognizes the influence of institutional structure, including policies, as well as larger societal structure of laws and social messages (Gillum, 2014). There is also interplay or interaction between the individual and ecological factors.

**Group participation.** Student participation in extracurricular groups, or group participation, such as sorority or athletic team membership, has been shown to influence attitudes toward bystander intervention (Bannon et al., 2013; McMahon, 2010) as well as experience of sexual harassment (Binder, 2001). In this study, students could indicate their participation, during the current academic year, in a recognized sorority, athletic team or club sport, peer education groups, and/or other recognized student organizations.

**Institutional policy.** The Department of Education, within Title IX regulations, as well as the VAWA reauthorization of 2013, requires that educational institutions have a policy prohibiting sexual harassment, including defining behaviors that constitute sexual harassment, and procedures available for recourse. In this survey, students were asked about awareness of policy in several ways. Two questions asked about level of awareness of campus specific policies applicable to students, and a third question asked whether the student thought they could locate policies and procedures on the college website.

**Likelihood to report.** In this study, participants responded to an inquiry identifying likelihood to report to campus offices if they were to experience or witness harassment.

**Sexual harassment.** In this study, participants were provided the campus policy definitions of behaviors that may constitute sexual harassment (see Appendix A for specific definitions as they appeared in the instrument) as well as providing self-report response to experience, in the last twelve months, of specific sexual harassment behaviors (modeled after Fitzgerald's Sexual Experiences Questionnaire and Koss's Sexual Experience Survey).

**Sexual orientation.** In this research, sexual orientation was measured through self report, responding to options of bisexual, gay/lesbian, heterosexual, queer, unsure/questioning, other or prefer not to answer. The acronym LGBTQ, encompassing lesbian, gay, bisexual, queer, or questioning, will be utilized in this discussion, to capture the spectrum of non-heterosexual individuals as collected in this survey.

### Summary

An ecological prevention approach indicates that intrapersonal and interpersonal factors, as well as institutional measures, such as policies prohibiting harassment, are important elements of effective prevention (McElroy, Bibeau, Steckler, & Glanz, 1988). Literature related to workplace and college campus experience also indicates that existence of policy can improve climate (Benavides-Espinoza & Cunningham, 2010; Koss et al., 1994; Oswald, Cuthbertson, & Lazarevic, 2010; Reason & Rankin, 2005; Rostosky & Riggle, 2002).

This study sought to examine factors among a sample of college women attending an urban, residential, women's liberal arts institution that may predict greater intention to help in an effort to further inform within group factors to consider when implementing bystander intervention prevention education for sexual violence prevention education on college campuses. McMahon (2010) found gender and knowing a survivor to be predictors of bystander attitudes among college students. Given the national data that many college women experience and are adversely impacted by sexual harassment (Hill & Silva, 2005), this study also explored whether personal experience, that a student has experienced sexual harassment behavior on campus, or knowing a survivor of sexual

assault predicted intention to help among college women. As this data included a strong sample of women of color, race was also analyzed as a predictor of intention to help. Finally, exploration of prior year climate survey data (Zavadil, unpublished) found that knowing a sexual assault survivor was a greater predictor of likelihood to intervene for non-heterosexual (LGBQ) students than heterosexual students, while reported sexual orientation was not itself a predictor of likelihood to intervene. Sexual orientation was also included as a variable in this study as well as examining the interaction of sexual orientation as a moderator of knowing a survivor when predicting intention to help in sexual harassment prevention. As this area of research is growing, this study is unique in utilizing a sample of college women from a women's institution. The study makes steps toward extending discovery of how ecological factors may influence college women and can inform prevention implementation and future research.

## **Chapter Two**

### **Introduction**

The prevalence of sexual harassment on college campuses has long been documented (Birdeau, Somers, & Lenihan, 2005; Bursik & Gefter, 2011; Charney & Russell, 1994; Fisher, Cullen & Turner, 2000; Fitzgerald & Shullman, 1993; Hill & Silva, 2005). Understanding campus climate from a multi-dimensional perspective is a first step in identifying similarities and differences among the current student population and assessing awareness and attitudes related to sexual harassment and sexual harassment policy and prevention. This information can inform campus efforts to increase understanding and awareness, as well as the development of education and outreach efforts to shift attitudes and campus climate, where appropriate. Identifying support and barriers to bystander intervention is important to creating and implementing prevention education to engage and benefit the campus community.

The incidence of sexual assault and sexual harassment on college campuses, and among college women specifically, has received increasing attention in the past two decades. Department of Justice grants have funded research to better understand prevalence and practices to address the spectrum of sexual harassment. Between one in four and one in five college women experience completed or attempted rape, most often perpetrated by someone known to them (often another student); more than one in eight college women experience stalking; and sexual harassment, including within intimate partner relationships, is widespread (Fisher et al., 2000; Karjane, Fisher, & Cullen, 1999; Krebs et al., 2007). During the last decade bystander intervention has been increasingly

utilized and researched as a community approach to sexual violence prevention, particularly on college campuses.

Researchers have reported the need for an ecological model of bystander intervention prevention education (Banyard, 2011; Gillum, 2014). The White House Task Force Report (DeGue, 2014) emphasized the call for such comprehensive prevention strategies. DeGue describes a comprehensive approach that attends to varying levels of the social ecology, is based upon sound theory, is assessed or evaluated, includes attention to organizational policy and practice, and includes multiple strategies of raising awareness, changing attitudes, building skills, and changing behaviors. DeGue also emphasizes the use of data to understand the needs of students. The term “campus climate” is frequently used in higher education, but there are many definitions and measures used to assess campus climate (Hart & Fellabaum, 2008; Hurtado, Griffin, Arellano & Cuellar, 2008). To provide an inclusive community, comply with increasing federal requirements, and inform sexual violence prevention efforts, it is essential to seek to understand the current campus climate from the student’s perspective. Further, seeking to understand factors that influence intention to help can inform effective bystander intervention prevention efforts.

The purpose of this literature review is to highlight the scope and prevalence of sexual harassment among college women; provide an overview of campus climate considerations including intrapersonal, interpersonal, and institutional factors that can also influence campus climate; provide a theoretical framework of ecological approach to understanding individuals and approaches to sexual violence prevention; describe

bystander intervention as a prevention education method that utilizes such framework; and address ecological factors that may influence bystander intervention intention to help among college women. This literature review supports the use of an ecological theoretical framework to identify college women's intrapersonal, interpersonal, and institutional factors that may predict an individual's intention to help in situations of sexual harassment.

### **Sexual Harassment**

In *Drawing the Line: Sexual Harassment on Campus*, Hill and Silva (2005) report a high prevalence of sexual harassment, with two-thirds of college students reporting that they and/or their friends have been sexually harassed on campus and half of students reported knowing someone who has been sexually assaulted. That approximately one in four women will experience attempted or completed sexual assault before graduating college is a frequently reported finding of sexual assault (AAUW, 2001; Birdeau, Somers, & Lenihan, 2005; Birsuk & Gefter, 2011; Charney & Russell, 1994; Fisher et al., 2000; Karjane et al., 1999; McCormack, 1995; Krebs et al., 2007; White House Task Force Report, 2014).

A challenge in studying sexual harassment is the lack of agreed upon definition of sexual harassment. In the eighties and nineties, most research and discussion of sexual harassment was focused on women in the workplace (Fitzgerald et al., 1988; Gutek & Koss, 1993; Knapp, Faley, Ekeberg, & Dubois, 1997; Powell, 1986). As researchers turned to college populations, the emphasis began with faculty to student, quid pro quo (i.e. this for that) harassment (Hotelling, 1991), transitioning in the late nineties into the



21<sup>st</sup> century recognizing the spectrum of harassment among college students and the greater prevalence of harassment by and among students (Fisher et al., 2000; Hill & Silva, 2005; Hurtado, Carter & Kardia, 1998; Karjane et al., 1999). Since the 1980s, Louise Fitzgerald has explored dimensions of experience of sexual harassment in a variety of populations (Fitzgerald et al., 1988; Fitzgerald & Hesson-McInnis, 1989; Fitzgerald & Shullman, 1993; Gelfand, Fitzgerald, & Drasgow, 1995).

The Sexual Experiences Questionnaire (Fitzgerald et al., 1988) was created as an instrument to measure gender and sexual harassment based upon reported experience of behaviors, such as experience of sexist remarks and exposure to or physical experience of unwanted behavior of a sexual nature. The spectrum of sexual harassment ranges from sexist remarks through sexual assault. This may also be referred to as the spectrum of sexual violence, indicating that sexual assault is an egregious form of sexual harassment. Fitzgerald's categorization of sexual harassment was adapted from the five levels identified by Till (1980), gender harassment or sexist remarks; seductive behavior or inappropriate (or unwelcome) sexual advances; sexual bribery or solicitation of sex for something; sexual coercion or eliciting sexual activity by threat (often verbal); and sexual assault or unwanted physical activity of a sexual nature. Fitzgerald created a measure of four categories of harassment – gender harassment, seductive behavior, coercive behavior, and assault. Gelfand, Fitzgerald, and Drasgow (1995) categorized sexual harassment to include the three categories of gender harassment, unwanted sexual attention, and sexual coercion. It is important to recognize that conceptualizing sexual harassment as a spectrum does not indicate that there is a spectrum of impact or that some forms of

harassment are less harmful than others. The high prevalence of gender harassment and unwanted sexual attention that is verbal and non-threatening in nature can be quite harmful due to the pervasive nature of the experience, it is less possible to avoid and can create cumulative impact (Birdeau et al., 2005; Fitzgerald & Hesson-McInnis, 1989; Hotelling, 1991; Knapp et al., 1997).

A commonly cited research data related to college student experience of sexual harassment, Fisher, Cullen and Turner's (2000) report on the sexual victimization of college women, is analysis of data collected from more than 4000 students in 1997. In 2005, Hill and Silva's *Drawing the Line: Sexual Harassment on Campus*, more than 2000 student were surveyed. In both of these multi-institution surveys, the authors acknowledge the challenge of measuring the experience of sexual harassment given the spectrum of behaviors and the range of definitions utilized. Legal definitions, in the higher education context defined in Title IX of the Education Amendments (1972), speak to either quid pro quo harassment or hostile environment harassment that must meet a threshold of severe or pervasive behavior that interferes with access to education or educational programs. Title IX guidance provided by the Department of Education, Office of Civil Rights (OCR) explains sexual assault is the most egregious form of sexual harassment and a single incident of assault could create such hostile environment.

It is also known that reporting levels are extremely low, ranging between four and twenty percent reporting rate (AAUW, 2001; Birdeau et al., 2005; Charney & Russell, 1994; Fisher, et. al., 2000; Fisher, Daigle, Cullen & Turner, 2003; Hill & Silva, 2005; Karjane et al., 2002; Wolitzky-Taylor et al., 2011). Some of the reasons for the low

report rate of sexual harassment in schools include uncertainty of where and how to report; belief that nothing can be done; concern for personal safety; and/or concern over not being believed (Birdeau et al., 2005; McCormack, 1995; Patterson, Greeson, & Campbell, 2009). Campus climate surveys that allow for anonymous reporting of experiences aid in capturing more accurate rates of incidence of harassment that can inform prevention efforts, in recognition of the low incidence of direct reporting to campus administration for formal action or disciplinary response. Results of a campus climate survey can provide a descriptive picture of student experience, further analysis of collected data can serve to inform understanding of student experiences in the context of the current time and environment.

Sexual harassment has been found to harm a student's academic and personal development. Victims may experience adverse economic or academic impact; decreased ability to perform or participate at work or in school; negative impact on self-esteem, psychological well being and physical health (Buchanan, Bergman, Bruce, Woods, & Lichty, 2009; Charney & Russell, 1994; Daigel, Fisher & Cullen, 2008; Daigel, Fisher & Stewart, 2009; Fitzgerald, 1993; Gutek & Koss, 1993; Huerta, Cortina, Pang, Torges & Magley, 2006; Hill & Silva, 2005; Hotelling, 1991; Karjane et al., 2002; Katz-Wise & Hyde, 2012; Knapp et al., 1997; Szymanski & Owens, 2009; Yoon, Funk & Kropf, 2013). Charney and Russell (1994) reviewed published research of sexual harassment in both work and education settings and identified significant emotional distress among as many as 90% of sexual harassment victims. Daigel, Fisher, and Cullen (2008) analyzed data from over 8,000 college women from 1996-1997, and found 47% of women who were

victimized were victimized more than once. They suggest that repeat victimization may be related to increased vulnerability related to depression, self-blame, or post-traumatic stress disorder (PTSD) resulting from initial sexual victimization. Reporting on experience of sexual harassment in the workplace, Knapp, Faley, Ekeberg, and Dubois (1997) reported outcomes of career interruption, loss of motivation, and adverse impact on interpersonal relationships. Exploring college women's experience of sexual harassment, Huerta, Cortina, Pang, Torges, and Magley (2006) reported that more than 56% of students had experienced at least one incident of harassment using behaviors specified in the Sexual Experiences Questionnaire. They found significant results in predicting psychological distress that was related to lower academics, physical illness, and symptoms of depression, anxiety, and greater disordered eating. Hill and Silva (2005) reported that disruption of education is more likely for female than male students.

Clearly, college students today are likely to be exposed to or experience sexual harassment. The adverse impact of sexual harassment on psychological well-being and disruption of education is also documented. Different social identities, such as race, sexual orientation, and group membership, can influence how individuals experience harassing behaviors and community support (Balsam, 2002; Buchanan et al., 2009; D'Augelli, 1992; Friedman & Leaper, 2010; Oswald, Cuthbertson, Lazarevic, & Goldberg, 2010; Russell, 2005; Ueno, 2005). Buchanan, Bergman, Bruce, Woods, and Lichty (2009) explored experiences of sexual and racial harassment, reporting between 50-70% of students experience at least one incidence of sexual harassment during their time in college. They also reported sexual and racial harassment resulted in outcomes of

depression, academics, psychological and physical well-being. Hill & Silva also report that lesbian, gay, bisexual and transgender (LGBT) students were more likely to have reported experiences of sexual harassment.

### **Federal Law and Campus Policy**

Birdeau, Somers, and Lenihan, 2005, posit that policy education for students could diminish pervasive sexual harassment on campus, indicating that awareness of policy aids in recognizing adverse behavior. Institutional and community factors such as policy can influence how individuals interact with one another and the greater community (Gillum, 2014). Koss et al. (1994) described an accessible policy and grievance procedures that encourage reporting are part of effective approaches to prevention. In essence, the more aware a student is of college policies related to sexual harassment, the greater likelihood they will recognize problematic behavior and seek to intervene and/or report to reduce sexual harassment on campus. Training about policy and recognizing rights and responsibilities, as well as related procedures, is one element of effective prevention education, and can serve to support bystander intervention.

Title IX of the Education Amendments (1972) sets the expectation of an educational environment free from discrimination or harassment based on sex. Guidance from the Department of Education Office of Civil Rights (OCR) over the years further describes the expectations that colleges and universities undertake more intentional educational campaigns and programs that encourage greater understanding of policies and procedures. This training stresses the importance of reporting and requires most staff to report internally (typically to the Title IX Coordinator) if aware of incidents of sexual

harassment within the campus community (OCR, 2001, 2011; OCR Resolution Agreements).

The Violence Against Women Act (VAWA) Reauthorization of 2013 amends the Clery Act (The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, 1992) to include requirement of prevention education for all new students and staff, as well as ongoing campaigns that address awareness of policy, risk reduction, and bystander skills (VAWA, 2013). OCR Title IX guidance emphasizes the requirement of colleges to educate students about policy and procedures to encourage reporting of adverse behavior through college procedures. The White House Task Force to Protect Students from Sexual Assault Report, *Not Alone* (2014), provides a checklist for colleges and universities to consider when drafting and reviewing sexual and gender based misconduct policies. This report further instructs schools to utilize a comprehensive approach that considers context of the institution as well as recognizing the diversity of their student body while adopting policy and procedures that comply with federal obligations such as Title IX of the Education Act (1972) and the Clery Act (1992, amended 2013). The Task Force specifically notes (p.1) the inclusion of LGBTQ students as key stakeholders to be considered.

Guidance from the Department of Education and the White House Task Force suggest that having greater awareness of policies and procedures yields a reduction in sexual harassment and are important to promote in efforts to increase bystander intervention. Applying an ecological model to our understanding of sexual harassment and informing prevention efforts suggest that institutional structure such as policy and

procedure are important (Banyard, 2011; Gillum, 2014; Huerta et al., 2009). Birdeau, Summers, and Lenihan (2005) called for greater policy education as a component of prevention education. Policy and institutional norms influence individuals and should be considered in a comprehensive approach to prevention (Birdeau, Summers & Lenihan, 2005; Stokols, 1996). In a study of military personnel it was found that implementation and emphasis on the importance of policy that prohibits sexual harassment can improve the climate individuals experience (Bergman, Langhout, Palmieri, Cortina, & Fitzgerald, 2002). Rotosky and Riggle (2002) found that in the work place, being aware of a non-discrimination policy increases the comfort of LGBT employees. It has also been reported that the existence of institutional support can influence perceptions of campus climate, which can impact educational outcomes (Reason & Rankin, 2006; Renn, 2010). Messages of support or rejection can come from individuals, groups, or institutional policy, and impact individual experiences of campus and college experience (Oswald et al., 2010). A few authors have reported the presence of non-discrimination policy and procedure as well as how an institution responds to reports under such procedures can serve to encourage, or deter, help-seeking (Banyard, 2011; Koss et al., 1994; Oswald et al., 2010; Rotosky & Riggle, 2002). An ecological approach acknowledges the influence of the institution on the individual, though policy and practice, and individual experience at a given time. There has not yet been exploration of the influence of policy on helping behaviors or intention to help. Banyard described the potential of response by an institution, and whether a student has faith in policy and procedure, may be a motivating

factor in helping, that is, can serve to support or impede reporting and intervention (Banyard, 2011).

### **Ecological Model of Prevention**

The complexity of human behavior can be conceptualized from an ecological perspective, acknowledging not only individual characteristics but the influence of and interaction with interpersonal and societal factors. An ecological model of human development based on the work of Urie Bronfenbrenner (1977; 1988; 1995) describes the individual situated within their environment, influenced by interaction with other individuals and groups as well as the greater organization and society. Bronfenbrenner identified that in addition to individual factors, human behavior is influenced by interpersonal interactions, or microsystems; interactions between groups or organization membership (such as school or work environments), or mesosystems; systems that are linked in influential ways, or exosystems; and societal influences that inform norms, or macrosystems. An ecological model recognizes the complexity of individuals in the context of layers of influence and interaction that can serve to impede or support growth and development. Bronfenbrenner further described a person-process-context-time (PPCT) model to provide a framework to explore the complex influences important to understanding human development in context of individual experience (Bronfenbrenner, 1995; Bronfenbrenner & Morris, 2005).

In the higher education setting specifically, Renn and Arnold (2003) called for further exploration of peer culture utilizing an ecological lens, acknowledging Bronfenbrenner's work noting the complex influence of interactions between individuals



and their environment. An ecological approach furthers not only the understanding of the individual in community at a given time, but can inform interventions in practice as levels of influence and individual variability are considered as influential to campus experience (Renn & Arnold, 2003). Bronfenbrenner and Morris (2006) went on to develop his model of ecological research emphasizing the importance of ongoing discovery. They acknowledge that the influence of environment includes the subjective experience of the individual, making it important to consider context and necessitates an approach to research that allows for discovery, that research may not yield a strong empirical claim yet still offer value in considering future stages of research. The complexity of interaction between levels of influence on the individual as well as how the identity and experience of the individual informs their experience lends to the need for a process of discovery in the still evolving understanding of the ecological impact on the individual.

Heise (1998) applied an ecological framework to conceptualize sexual harassment. This perspective explains gender based or sexual violence with attention to multiple levels of influence. The individual factors include personal history, characteristics, and knowledge. The individual is situated in microsystems and influenced by family and cultural values as well as interpersonal relationship dynamics. This is further influenced by situational factors and broader group influences that add additional context to how the individual engages in community. Finally, broader societal messages, such as norms communicated through media and policy interact with and influence beliefs, behaviors, and response to incidents of sexual or gender based misconduct.

Harvey (1996) presents an ecological view of trauma response and resilience. By naming factors outside the individual that impact the incidence and impact of trauma, such as cultural beliefs or structural inequities that can foster violence or encourage maladaptive responses. Harvey suggests the importance of focusing on how supportive community factors and policies can impact response and resilience in the aftermath of trauma. Interpersonal factors, specifically, the nature of response received when an individual discloses experience of sexual harassment or assault can influence resilience and recovery, as well as likelihood to seek help (Campbell et al., 2009; Harvey, 1996). Russell (2005), writing about sexual minority youth, described multiple levels of context that may influence individuals' risk and protective factors. Russell emphasized the importance of recognizing influences at multiple ecological levels – individual (intrapersonal), interpersonal, and institutional – and that there are likely unique influences for sexual minority individuals.

For decades, health promotion and prevention education literature, not limited to sexual violence prevention, has described the importance of utilizing an ecological framework (Banyard, 2011; 2014; Casey & Lindhorst, 2009; DeGue, 2014; Gillum, 2014; Langford, 2004; McElroy et al., 1988; Sallis, Owens, & Fisher, 2008; Stokols, 1996). Effective prevention efforts must be comprehensive, attending to individual, interpersonal, institutional, and societal factors (DeGue, 2014; Langford, 2004; McElroy et al., 1988). Application of an ecological model shifts the message of purely individual control over change and recognizes peer and environmental factors that influence individual experience. Changes in social environment and support of individuals can

serve to influence individual behavior and response. Structural or institutional efforts, such as policy and institutional messaging about policy and expected community standards can set the tone for individual behaviors and social norms (Campbell et al., 2009; Casey & Lindhorst, 2009; DeGue, 2014; Langford, 2004; McElroy et al., 1988; Russell, 2005). Stokols (1996) emphasized the importance of analysis at more than one level, considering the influence of proximal influences of interpersonal or community influences as well as individual differences that inform experience. Given the complexity of influences and interactions that an ecological model acknowledges, influencing both community and individuals, there is need for ongoing exploration of not only the many factors that can influence attitudes and behaviors, but also how individual identity differences may influence this interaction (Balsam, 2002; Campbell et al., 2009; Harvey, 2007; McElroy et al., 1988; Russell, 2005; Stokols, 1996).

Barnyard (2011; 2013; 2014) applies an ecological framework to bystander intervention prevention education in its application to sexual violence prevention on college campuses. As others describe, Banyard reinforces that while the responsibility for violent behaviors rests with the individual engaging in the behavior, prevention efforts that focus on community factors impact the multiple layers of influence that can shift individual attitudes and behaviors. An ecological framework aids in recognizing the many factors that influence whether and how individuals may think about or engage in bystander intervention.

### **Bystander Intervention and Intention to Help**

The responsibility for the perpetration of sexual harassment resides with the individual(s) engaging in the behavior, however, there are other factors that can contribute to a culture that supports or discourages such behavior. Bystander intervention is a prevention approach with increasing application in the prevention of sexual harassment, with particular focus on college campuses. A bystander approach broadens the focus beyond the actor and target of harassment, to include the role of bystanders, individuals who are witness to adverse behavior or situations that include sexual harassment, framing prevention as a community effort. Bystanders have the potential to do nothing, take action to escalate or worsen the situation, or to improve a situation through direct or indirect pro-social intervention (McMahon & Banyard, 2012). Being willing to intervene, that is, a positive attitude toward or intention to help, is an essential foundation on which to build intervention skills (Banyard et al., 2004; McMahon, Postmus, & Koenick, 2011). Bystander intervention as a prevention effort describes there is a role for all members of a community to contribute to sexual violence prevention through safe and effective intervention.

The Violence Against Women Act Reauthorization of 2013 requires that institutions of higher education provide new students and faculty a range of education related to sexual violence, including primary prevention, that includes definitions related to sexual assault, rape, dating violence, domestic violence and stalking. There is also a requirement to provide ongoing prevention and awareness campaigns related to issues of

sexual violence, with an emphasis on training bystander intervention skills throughout the campus community (VAWA, 2013).

In recent years bystander intervention education has been an increasingly utilized and (to a lesser extent) studied, method of educating college students about sexual violence prevention to shift the focus away from a model addressing victim and perpetrator to focus on the community responsibility to end sexual violence (Bannon, Brosi, & Foubert, 2013; Banyard, Moynihan, & Plante, 2007; Banyard, Moynihan, & Crossman, 2009; Banyard, Plante, & Moynihan, 2005; Bell, 2008; Coker et al., 2011; McMahon & Banyard, 2012; McMahon et al., 2011). Banyard and colleagues have explored methods of delivery of bystander intervention education as well as factors that influence bystander attitudes (intention to help) and bystander behavior. A premise of bystander intervention education indicates that decisions to help are influenced by recognizing behaviors and seeing them as problematic, as well as seeing personal responsibility to act in pro-social ways. Bystander intervention prevention education identifies barriers to helping, such as ambiguity and conformity as potential barriers to recognizing problematic behavior (Bell, 2008).

Based upon the bystander effect work of Latane and Darley (1970), bystander intervention explains five steps that must occur to lead an individual bystander to intervene in an adverse situation. These steps include noticing the event, interpreting the situation as problematic, seeing personal responsibility to respond, determining a response, and taking action. McMahon and Banyard (2012) describe a framework for understanding bystander intervention for sexual violence prevention. Included in the

framework is assisting participants in understanding sexual violence across a continuum of low risk to high risk behaviors, a feminist conceptualization identifying the range of behaviors that are linked and escalate in severity, and rooted in patriarchal control (McMahon & Banyard, 2012). Recognizing behaviors and identifying the behaviors as problematic are early steps in bystander intervention. Concrete discussion as part of prevention education includes definitions of sexual assault, coercion, incapacitation, and consent. This knowledge increases likelihood of recognizing problematic behavior that is on the continuum of sexual violence. The high risk behaviors can be described through case examples and are often fairly recognizable, such as an individual who is being given alcoholic beverages, or encouraged to ‘loosen up’ with more alcohol. In practice, a student witnessing someone suggesting that an obviously intoxicated individual go upstairs with them can recognize this as potentially problematic and seek more information, alert a friend of the intoxicated individual, or seek help from another to check in on the situation.

At the low risk end of the continuum is also a need to recognize the influence of rape supportive beliefs and attitudes that are demonstrated through behaviors such as sexist jokes, images that objectify women, and sexually harassing jokes or gestures. To conceptualize, these behaviors have been compared to the subtle or more covert actions of racial microaggressions (McMahon & Banyard, 2012). Similar to exposure to racial microaggressions, the expression of rape supportive attitudes are prevalent in both intentional and unintentional communication, from known individuals, strangers, and in the media. In action, a student speaking up to friends when a sexist joke is made or

objectifying language is used can serve to set community expectations of respect for others, and potentially prevent subsequent harmful behavior.

There are several evidence-based approaches to addressing prevention through bystander intervention on college campus. Powell (2011) provides a review of a number of prevention programs that have been developed during the last decade. The Step Up! Bystander intervention program (Bell, 2008) describes the use of bystander intervention skills as a prevention effort applicable to a variety of community issues on campus, such as sexual assault, alcohol misuse, hazing, academic misconduct, and relationship violence. Other programs, such as Bringing in the Bystander (Banyard et al., 2004) and the Green Dot Program (Coker et al., 2011), focus on bystander intervention related specifically to the spectrum of sexual violence.

An initial meta-analysis of bystander intervention prevention education (Katz & Moore, 2013) reports results that support bystander education as an effective prevention effort to promote intention to help others in situations across the spectrum of sexual violence. Banyard and others have been exploring individual factors such as bystander attitudes or intention to help, bystander efficacy, and bystander behavior, as well as intrapersonal and interpersonal variables such as gender and group membership, that may influence bystander intervention.

### **Context of Campus Climate**

To support and nurture an inclusive community that recognizes and addresses sexual harassment and bystander intervention, an understanding of student perspective of the current campus climate is important. The Department of Education Office of Civil

Rights (OCR, 2011; OCR resolution agreements) recommends campus climate surveys to support the development of a campus community free from discrimination based on sex. Measuring campus climate presents a challenge first in identifying a clear definition. Though an increasingly common term used in higher education, there are many definitions and measures used to assess campus climate (Hart & Fellabaum, 2008; Hurtado et al., 2008). In most cases, the concept of campus climate is institution and student specific as climate is defined by how it is interpreted by members of the community (Allan, 2011; Lundy-Wagner & Winkle-Wagner, 2013). Lundy-Wagner and Winkle-Wagner proposed the need for holistic exploration of climate, not limited to sexual or racial climate, rather recognizing the intertwined nature of identity and experience as essential to how one perceives campus climate and related experiences. They specifically call for future research exploring specific populations such as Women's Colleges and Historically Black Colleges as a means to further understand within group differences.

The culture or context of the student population needs to be considered when exploring how students might respond to sexual harassment or sexual assault prevention. Certainly, women's colleges provide a unique sample of a student population that may be more engaged in their college experience and therefore more involved in campus concerns (Kinzie et al. 2007). There is some indication that women attending women's colleges differ as compared to those attending co-ed institutions (Astin, 1993; Langdon, 1999; Riordan, 1994; Smith, Wolfe, & Morrison, 1995). Langdon (1999) found that those who attended women's institutions reported greater satisfaction with their college



experience. It has also been found that students attending a women's college tended to be more engaged academically with their college (Kinzie et al., 2007; Riordan, 1994; Smith et al., 1995). Seeking to understand students knowledge and perception can inform bystander intervention as sexual violence prevention, as with other forms of sexual violence prevention, because prevention practices are most effective when tailored to the audience (Casey & Lindhorst, 2009; McMahon & Banyard, 2012). Students who may have received prevention education messages on sexual assault and sexual harassment, may in turn have greater recognition of problematic, low risk behaviors, and be more proactive in responding to these critical incidents on campus (McMahon & Banyard, 2012). Having a female student population that is more informed about the spectrum of sexual violence, more socially engaged, as well as reporting a more supportive environment and experience of greater satisfaction with their college environment (Riordan, 1994; Smith et al., 1995) may influence women's attitude toward, or intention to help in bystander intervention for sexual harassment and sexual assault.

According to Hurtado, Griffin, Arellano, and Cuellar (2008), three climate related factors potentially within institutional control are structural diversity (as measured through demographics represented within an institution); behavioral factors (reports of experiences of students); and less easily measured is the psychological dimension of climate (social connectedness and perception of experiences). Ultimately, an assessment of campus climate should serve to influence institutional change to address factors explored in the climate assessment (Hurtado, Carter, & Kardia, 1998). An ecological approach to prevention education seeks to attend to levels of influence within the

community. Understanding these campus dynamics can be informed by review of perceptions such as those that may be available from a campus climate survey.

Climate surveys tend to measure perceptions and behaviors, and how individuals experience a campus differently (Hurtado et al., 2008). Reason and Rankin (2006) also researched the influence of perception of campus climate on educational outcomes. Campus climate data can be utilized to inform resources, policy, and prevention efforts, and maximize educational benefits to diverse constituents as well as influence reporting of experiences of harassment (Bergman et al., 2002; Hurtado et al., 1998; Reason & Rankin, 2006; Renn, 2010). McMahon, Postmus, and Koenick (2011) explored the continuum of sexual violence and raised the importance of considering how campus culture or societal dynamics may impact how an individual interprets observed (or experienced) behavior. This is important to the ability to recognize behavioral cues that warrant intervention, across the spectrum of sexual violence, including those behaviors most difficult to recognize at the earlier stages of problematic interactions, both for targets of such behavior and bystanders.

As the national attention on campus sexual violence continues, state and federal legislation has been proposed to mandate implementation of campus climate surveys in higher education (Campus Accountability and Safety Act, S. 2692; New York State Bill S5965-2015). Such proposals focus primarily on a descriptive understanding of student experience of and campus response to sexual violence. Guidance from the Office of Civil Rights, in resolution agreement and in the 2014 Q&A document, does indicate an expectation of utilizing a climate check to inform prevention efforts; however little detail

is suggested about implementation of such practice. Utilizing a climate survey to also capture data that can inform and enhance prevention education could maximize the value of the practice of climate checks, particularly if these become a required practice.

Analysis of campus specific data can inform work toward understanding factors that may influence intention to help is one important element of the ongoing development and implementation of bystander intervention as an effective campus prevention tool; an effort that can contribute to a shift in the campus climate as well as inform best practice related to bystander interventions training.

### **Factors Influencing Bystander Intention to Help**

Research regarding bystander intervention education has examined intrapersonal factors, such as gender, and interpersonal factors, such as knowing a sexual assault survivor, and group membership (Bannon et al., 2013; Banyard et al., 2007; McMahon, 2010; McMahon et al., 2011). In proposing an ecological approach to a bystander intervention prevention education, Banyard (2011) notes that there are a range of variables (e.g. gender, sorority or athletic team membership, institutional response) in need of further exploration to better understand why someone may or may not help in situations of sexual harassment.

**Gender.** There exists support for differences in male and female perceptions of and response to sexual harassment (Benavides-Espinoze & Cunningham, 2010; Birdeau et al., 2005; Blakely, Blakely & Moorman, 1998; Fitzgerald et al., 1988; Hotelling, 1991) as well as bystander attitude or intention to help (Bannon et al., 2013; Banyard 2008; Banyard, 2011; Banyard & Moynihan, 2011; Banyard et al., 2007; Beeble, Post, Bybee,

& Sullivan, 2008; Bowes-Sperry & O’Leary-Kelly, 2005; Brown et al., 2014; Burn, 2009; Coker et al., 2011; Levine & Crowther, 2008; McMahon et al., 2011; McMahon, Postmus, Warrener, Martinez, & Spencer-Linzie, 2013; Moynihan & Banyard, 2008). Describing prevention through bystander intervention, Burns (2009) found barriers to bystander intervention greater for men than women. McMahon (2010) found gender to be the strongest variable in predicting bystander attitude in situations of sexual harassment. In her call to create an ecological model of bystander intervention Banyard (2011) reports gender as a key variable for understanding helping. These findings consistently indicate that women are more likely to experience sexual harassment, as well as report a greater intention to help in such situations. Though there is a growing body of research on understanding bystander intervention that explores gender differences (Banyard et al., 2007; Banyard & Moynihan, 2011; Coker et al., 2011; McMahon, 2010; McMahon & Farmer, 2009; McMahon et al., 2011), an exploration of bystander intervention intention to help at a women’s college, seeking to understand within group differences among women, has not previously been studied.

**Intrapersonal factors: Experience of sexual harassment.** For decades researchers have reported a high incidence of sexual harassment and sexual assault among college women (Fisher et al., 2000; Hill & Silva, 2005; Karjane et al., 2002; Koss, Gidycz & Wisniewski, 1987). Other studies indicate that re-victimization is high for those who have already experienced sexual harassment (Berman, Izumi, & Arnold, 2002; Daigle et al., 2009; Klem et al., 2009). Beeble, Post, Bybee, and Sullivan (2008) reported that individuals who witnessed domestic violence in childhood or experienced it as an

adult were more likely to help other survivors of intimate partner violence. Burn (2009) suggested in his study of situational factors influencing bystander intervention that women may be less impacted by barriers to intervention due to their ability to relate to sexual assault, and ability to empathize with others experiencing sexual violence. McMahon, Hoffman, McMahon, Zucker, and Koenick (2013) explored bystander strategies, or how students help, and called for further exploration of additional factors, such as race and past experience, that may influence helping. Having personally experienced sexual harassment has not yet been explored as a factor influencing bystander intention to help. Given the previously reported high prevalence of college women experiencing harassment, sexual harassment experience as a potential factor that may influence helping is worth further consideration.

**Intrapersonal factors: Sexual orientation.** Lesbian, gay, bisexual and queer identified (LGBQ) students experience sexual or gender-based harassment at higher rates than other students (D'Augelli, 1992; Herek, Gillis & Cogan 1999; Hill & Silva, 2005; Rankin, 2005; Rankin, Weber, Blumenfeld & Frazer, 2010). In a single campus study, D'Augelli (1992) found that less than a quarter of LGB students had *not* experienced some form of harassment based upon their affectional status, and nearly all participants in the study had heard homophobic comments on campus. Rankin (2005) points to the importance of encouraging a shift in assumptions related to sexuality and relationships as a necessary element in campus change to support an inclusive climate. In both college and workplace settings, there is a growing body of research describing the impact of not only experienced harassment or discrimination, but perceived potential for discrimination,

as relevant factors that influence LGBTQ individuals' personal, educational, and career decision making and development (Chung, 2001; D'Augelli, 1992; Friedman & Leaper, 2010; Parnell, Lease, & Green, 2012; Pope et al., 2004; Prince, 1997; Rankin, 2005; Sanlo, 2004; Vaccaro, 2012). The experience of prejudicial or harassing behavior by gay, lesbian and bisexual individuals in the workplace was identified by Parnell, Lease and Green (2012) as a barrier to career progress and workplace satisfaction. It is important to recognize the impact of not only experienced harassment or discrimination, but perceived potential for such harassment can influence an individual's perception of their surroundings (D'Augelli, 1992; Sanlo, 2004).

In a meta-analysis of LGB individuals' victimization experiences Katz-Wise and Hyde (2009) reviewed 386 studies published between 1992 and 2009 and identified in both U.S. and international studies, high rates of verbal (55%) and sexual harassment (45%) experiences of LGB individuals. This meta-analysis also highlighted the need for further exploration of harassment experiences of LGB individuals as important to informing prevention efforts. D'Augelli (2003) reported on a sample of lesbian and bisexual females aged 14-21, high incidence of harassment and importance of social context and school policy as potential protective factors to support young adult development. A few authors have asserted that sexual minority individuals may have greater coping skills related to sexual or sexual orientation harassment, and may potentially be better prepared to offer or seek assistance (Logie, Alaggia, & Rwigema, 2014; Russell, 2005). Logie, Alaggia, and Rwigema (2014) call for further exploration of the potential interaction between sexual orientation and sexual assault, and use of an

ecological approach to contextualize the experiences of sexual minorities and inform health response and prevention education. Renn (2010) identified the gap in research has shifted, there is growing research of sexual minority students but few efforts to identify differences within group, recognizing the multiple dimensions of diversity that can influence experience.

**Intrapersonal factors: Race.** An ecological approach to bystander intervention education necessitates attending to the population and subpopulations receiving the prevention education (Banyard, 2011; Gillum, 2014). There has been little exploration of race as a predictive factor in bystander intervention intention to help or behaviors. Often it is reported that the samples of studies do not offer sufficient numbers across racial identity to include race as a variable (Bannon et al., 2013; Banyard, 2008; Banyard & Moynihan, 2011; McMahon & Farmer, 2009; Moynihan & Banyard, 2008). However, there are studies that indicate women of color experience sexual harassment differently than white women (Buchanan et al., 2009; Campbell et al., 2009; Yoon et al., 2010), it is not yet known whether there are differences in intention to help between white women and women of color. Katz-Wise and Hyde (2009) reported in their meta-analysis of LGB victimization research the lack of research that identifies ethnic or racial differences as it relates to victimization experiences. They emphasize that furthering this knowledge is important to informing effective prevention efforts.

Kuntsman and Plant (2008) noted that research regarding race and helping has typically focused on helping between groups, such as, helping response when the target is or is not of the same race. The authors speculated that how to influence one's intention to

help may differ based on racial identity. Saucier (2010) also noted between group helping differences and called for further research to explore the influence of identity, such as race and sexual orientation, on helping. Brown, Banyard, and Moynihan (2014) did include race in one study related specifically to campus sexual violence bystander intervention and found some indication of race as a predictor of greater bystander behavior, but not bystander intention. They call for further exploration, particularly recognizing a need to explore how race and gender may intersect, and the potential for moderation effects.

We know that students (particularly traditional aged undergraduates) experience change during their time in school (Pascarella & Terenzini, 1991). Much prevention education is focused on incoming first year students, it is yet to be specifically explored whether year in school may influence intention to help (Banyard, 2014). Banyard and Moynihan (2011) examined age (by year in school) as a factor in understanding the role of peer norms. While they report some of their findings not statistically significant (possibly due to sample size), change over time in school was noted. They acknowledge the need for better understanding how predictors of helping may vary over time spent in school.

While research related to bystander intention to help continues to grow, these are a few examples of important intrapersonal and interpersonal variables necessary to consider in the development and implementation of culturally appropriate prevention education efforts. A comprehensive prevention plan needs to attend to the culture of the community as well as the individuals who make up the community.



**Interpersonal factors: Group membership.** Some research findings indicate that group membership, particularly athletics and fraternity or sorority (Greek letter organization) membership, influence experience of sexual harassment and bystander intervention attitudes and behaviors (Abbey, 2002; Bannon et al., 2013; Banyard, 2008; McMahon & Farmer, 2009; McMahon, 2010; Moynihan & Banyard, 2008). Abbey (2002) emphasized the importance of peer beliefs influencing attitudes and behaviors; therefore, tailoring prevention efforts to groups can garner greater support. Contrary to other recent studies, McMahon (2010) found no difference in bystander attitude toward helping among sorority members and athletes, as compared to other students. Bannon, Brosi, and Foubert (2013) report sorority members as more willing to intervene than fraternity members, potentially combining the influence of group membership and gender. It is a possibility that loyalty to one's group may be an influencing factor, suggesting that a focus on creating a group culture that values bystander intervention could serve to increase intention to help by group members (Bannon et al., 2013; McMahon & Farmer, 2009). Renn & Arnold (2003) describe an ecological approach to peer culture, noting the important influence of peer sub-groups as influential to student experience and suggest the need for interventions that attend to the context and dynamics of peer group interaction. Banyard (2011) notes that more studies of groups, such as athletics, have explored experiences and perpetration of sexual victimization than those seeking to identify group membership as it relates to helping intentions and bystander intervention. Exploring the impact of group membership as compared to those not affiliated with a group may provide insight into peer influence on intention to help in bystander

intervention. Such understanding can inform the tailoring of prevention efforts for delivery to group members as one approach to targeting bystander intervention prevention education.

**Interpersonal factors: Knowing a survivor.** Knowing a survivor has been reported to be a predictor of bystander attitudes and behaviors among college students (Banyard, 2008; McMahon, 2010; McMahon et al., 2011). McMahon, Postmus, and Koenick (2011) reported surprise at finding that knowing a survivor of sexual assault had influence on reported bystander behavior but did not show this related to more positive bystander attitude. It may be that knowing a survivor may make it easier to recognize the need for helping in a bystander situation as a result of empathy, increasing personal responsibility (Banyard, 2008; 2011; McMahon, 2010; McMahon et al., 2011). Others have explored feelings of empathy toward another as a potential factor to increase willingness to help (Beeble et al., 2008; Foubert & Perry, 2007).

**Interpersonal factors: Sexual orientation as a moderator.** Russell (2005) suggested that at multiple ecological levels the experience of sexual minority individuals is unique and presents both risk and protective factors, as well as being underexplored in research, adding to the complexity of understanding experiences of LGBTQ individuals. There is beginning to be exploration of resilience among non-heterosexual women, potentially attributed to community connection among the LGBTQ community, empowerment through navigating their own identity development, often some involvement in the feminist movement offering community and empowerment, and a greater likelihood to utilize counseling services (Balsam, 2002; Russell, 2005; Ueno,

2005). Ueno (2005) identified the importance of social support among LGB adolescents, finding that sexual minority adolescents who had more sexual minority friends reduced the adverse impact of victimization experiences. This interaction was not found among the heterosexual adolescents in the study.

Pope et al. (2004) suggest recognizing discrimination as “a fact of life in U.S. society” (p.165) as a starting point to improve such condition. Sanlo (2004) identified the need for further exploration of how sexual orientation may influence or interact with college student’s coping, physical and emotional well-being, and resilience both personally and academically. In exploring high school student heterosexism and victimization of LGB students, Chesir-Teran and Hughes (2009) utilized an ecological framework to explore domains of experience of harassment and heterosexism for LGBTQ students. Their findings indicated school non-discrimination policy does influence prevalence of harassment, but call for further exploration of multiple dimensions of context and LGBTQ experiences of harassment. There is an increasing call for research that studies experiences of campus climate as well as experiences of victimization through a multidimensional lens, acknowledging within group differences as an important element of experience that can inform institutional response and prevention efforts (Lundy-Wagner & Winkle-Wagner, 2013; Rankin, 2006; Russell, 2005; Szymanski & Owens, 2009).

There has, as of yet, not been published exploration of sexual orientation and bystander intention to help. An analysis of survey data exploring predictors of bystander attitude (intention to help) showed knowing a survivor was a greater predictor of

bystander attitude for non-heterosexual than heterosexual students (Zavadil, unpublished). Sexual orientation was explored as a moderator of AIDS volunteerism (helping) in a German study (Simon, Stürmer, & Steffens, 2000). While the sample in the research of Simon, Stürmer, and Steffens (2000) was homosexual men, they hypothesize that the potential of identifying as a sexual minority may represent increased collective identity, and related within group empathy, influencing helping behavior. A growing amount of research indicates LGBQ individuals are reported to have the same or greater experience of sexual harassment than heterosexual individuals (D'Augelli, 1992; Hill & Silva, 2005; Logie et al., 2014; Katz-Wise & Hyde, 2009; Renn, 2010) and there is an increased call to tailor prevention efforts to LGBQ students (DeGue, 2014; Russell, 2005) as an important element of attending to an ecological approach to prevention education. For these reasons exploring the interaction of sexual orientation and ecological contexts can serve to further understanding of intention to help, attending to influence of identity.

**Institutional Factors: Policy Awareness and Likelihood to Report.** Gillum (2014) and Banyard (2011) suggest policy is an important component of the community culture that can influence bystander intervention in response to campus sexual harassment. Harvey (1996) also described the importance of a supportive community response to disclosure and existence of supportive policy can influence response to sexual harassment and resilience in those who have such experience. Clear policy and procedures and awareness of such policy demonstrates institutional support, but is itself not sufficient to change behavior or shift campus culture (Allan, 2011; Banyard, 2011; Rankin, 2005; Reason & Rankin, 2006). Existence of non-discrimination policies that

include sexual orientation can serve as support and influence academic and career choices of LGB students (Prince, 1997; Russell, 2005). Rostosky and Riggle (2002) report increased comfort among LGBT employees who are aware of inclusion of sexual orientation in their company non-discrimination policy, this area has yet to be explored specifically in higher education. Reason and Rankin further stress the importance of understanding how different groups may experience campus climate, including sense of institutional support, to inform effective intervention and prevention efforts.

Banyard (2011) described that student faith in institutional response, such as policy and procedure, may motivate helping and reporting related to sexual harassment. Campbell, Dworkin, and Cabral (2009) explain the importance of response to disclosure or reporting of sexual violence, that the response received in seeking support has implications for well-being and future help seeking. There is growing governmental and media scrutiny of campus policy and response related to sexual harassment, as well as the inclusion of policy as an institutional factor cited as an important element of an ecological approach to prevention (DeGue, 2014). It would be helpful to understand whether campus policy and procedure awareness and likelihood to report, influence the intention to help when sexual harassment or the risk of sexual violence is present.

### **Summary**

This chapter provided an overview of the impact of sexual harassment on college students and related policy and prevention efforts. An explanation has been provided of campus climate and bystander intervention education efforts as a prevention tool that seeks to shift campus culture to encourage students to see their role, and community

responsibility, in helping to stop incidents of sexual harassment. Utilizing an ecological lens to discover factors that may predict intention to help, including those factors that are within institutional control, can inform education and outreach. Fitzgerald and Shullman (1993) reported a need for further exploration of organizational factors that may influence sexual harassment prevention efforts, a heightened need that warrants attention in light of federal and state policies that inform campus policies and procedures as well as call for ongoing sexual harassment prevention efforts. Research seeking to understand predictors of intention to help in bystander situations, specific to sexual harassment, is growing but in need of continued development (Bannon et al., 2013; Banyard, 2008; Bennett, Banyard, & Garnhart, 2013; Brown, Banyard, & Moynihan, 2014; McMahon et al., 2013; McMahon et al., 2011; Moynihan & Banyard, 2008; Moynihan, Banyard, Arnold, Eckstein, & Stapleton, 2010).

While intention to help does not always equate to action, or change in behavior, attitude toward intervention is a foundation on which to build bystander skills and is an important factor to inform campus prevention efforts (Banyard, 2013; Banyard et al., 2004; Brown, Banyard, & Moynihan, 2014; McMahon, 2010; McMahon et al., 2011). Further understanding of factors that may predict an individual's intention to help can inform both content and method of presenting bystander education as a community prevention tool to shift campus culture, particularly as it relates to incidence of sexual harassment.

## **Chapter Three**

### **Methodology**

The purpose of this study was to identify factors that predict a greater intention to help in bystander intervention related to sexual harassment prevention among college women. Researchers have indicated that an ecological approach to prevention education, with an understanding of the context and the influence of intrapersonal, interpersonal and institutional factors, is essential to a comprehensive model for sexual violence prevention (Banyard, 2013; Campbell, Dworkin, & Cabral, 2009; Harvey, 2007; McLeroy, Bibeau, Steckler, & Glanz, 1988). Exploration of bystander intervention as a prevention tool to address sexual harassment on college campuses is a growing area of research that warrants further exploration (Banyard, 2011; 2013; Brown, Banyard, & Moynihan, 2014; Gillum, 2014; McMahon, Lowe Hoffman, McMahon, Zucker, & Koenick, 2013).

Intention to help is an element of bystander intervention that involves recognizing sexual violence prevention as a community issue in which bystanders can do something to interrupt sexual harassment behavior or respond with support if someone discloses such experience. While intention does not always equate to action, attitude of an individual does inform action, and is an important element of bystander intervention prevention efforts (Banyard, 2013; Banyard et al., 2004; McMahon et al., 2011). This study seeks to use an ecological framework to identify within group differences among college women and their attitude toward bystander intervention, that is, intention to help, related to sexual harassment. The methodology of this study is outlined in this chapter, with attention to research design, as well as description of data collection and analysis.

### **Research Design**

This study utilized a cross-sectional correlational research design, with data collected through an online survey instrument to study within group differences among college women and their intention to help as a bystander to sexual harassment.

Hierarchical linear regression analysis, including analysis of a moderator variable, was utilized to identify ecological factors as potential predictors of bystander intention to help intervene in sexual harassment. Specifically, this study explored past personal experience of sexual harassment, race, and sexual orientation (intrapersonal factors), knowing a sexual assault survivor and campus group membership (interpersonal factors), and awareness of policy and procedures and likelihood to report harassment (institutional factors), to identify influence on bystander intervention intention to help. In addition, this study examined whether sexual orientation moderates the relationship between knowing a survivor and intention to help. Year in school was an available intrapersonal factor that did not show significant descriptive differences and was not fully explored.

### **Research Questions**

The application of a theoretical lens of an ecological model in exploring individual response to prevention efforts related to sexual harassment, and understanding factors that can influence bystander intention to help, warrants further exploration (Banyard, 2011; Gillum, 2014). This study set out to identify several intrapersonal, interpersonal, and institutional factors as potential predictors of greater intention to help among college women.



The research questions for this study examined intrapersonal, interpersonal, and institutional factors. The research questions were:

1. Exploring influence of intrapersonal factors, does experience of sexual harassment during the prior year and individual demographics (sexual orientation and race) predict intention to help?
2. Controlling for intrapersonal factors, consider interpersonal factors, does knowing a sexual assault survivor and active campus organization participation (athletics, sorority, student organization) predict a greater intention to help?
3. Controlling for afore mentioned intrapersonal and interpersonal factors, consider institutional factors, does awareness of policy and likelihood to report predict a greater intention to help?
4. To explore within group differences among women, does sexual orientation moderate the relationship between knowing a survivor and intention to help?

Utilizing these research questions, the hypothesis for this study was that ecological factors of intrapersonal, interpersonal and institutional variables influence intention to help among college women.

### **Research Context**

The data used in this study is from a campus climate survey. This was the third year of offering a campus climate survey to currently enrolled students at an urban, residential women's liberal arts college. The survey was intended to measure student knowledge and awareness of campus policy against discrimination and harassment, student report of sexual assault and harassment experience in the prior year, and inquire

about general student perception of campus climate. This survey instrument was created after review of campus climate literature (Hart & Fellabaum, 2008; Hurtado, Griffin, Arellano & Cuellar, 2008) and modeled after published research related to sexual harassment on college campuses (Hill & Silva, 2005). The implementation of a campus climate survey was aligned with best practices in compliance with Title IX of the Education Amendments of 1972, which specifies an educational institution that receives federal funding needs to provide an educational environment free from discrimination and harassment based on sex.

It is important to note that during the time of this data collection, in the spring of 2014, both on the campus and in the national media there was an increasing focus on the prevalence of sexual violence on college and university campuses (Huffington Post, 2014, *Breaking the Silence: Addressing Sexual Assault on Campus*. Retrieved from <http://www.huffingtonpost.com/news/breakingthesilence/>). This particular campus had increased the amount of time spent during student orientation to discuss definitions of gender based harassment, policies and resources related to sexual violence, as well as related prevention efforts. This included a pilot of a bystander intervention training program during the year, although only 12% of students responding to the climate survey indicated they may have attended this training. There was also criticism of how schools were, or were not, responding to such behavior in the time following the Department of Education Office of Civil Rights Dear College Letter of April 2011 (OCR, 2011). This criticism was becoming present in the local and campus media, as well. A student group, including some students of this campus, emerged during the fall prior to data collection

seeking student support to demand revisions to campus sexual misconduct policy. There were an increasing number of articles and student submitted opinion pieces in the school newspaper. The student government also created a new sub-committee to discuss sexual violence policy and prevention concerns with the Title IX Coordinator.

The OCR periodically issues open letters as policy guidance regarding Title IX and other compliance matters under its purview (OCR, 2001, 2011; OCR Resolution Agreements). The April 4, 2011 Dear Colleague Letter was identified as a “significant guidance document” by the government. In addition to restating that sexual assault is the most egregious form of sexual harassment and is thus covered by Title IX, this guidance identified the use of a climate survey as a tool to understand student experience of sexual harassment, assess effectiveness of sexual violence prevention efforts, and inform future proactive prevention efforts (OCR, 2011).

More recently, the White House formed a task force, and publicly announced a call to action in January of 2014 (White House Report on Women and Girls, 2014) and the commission of a report to be issued within ninety days. The report was issued several weeks after the collection of data used for this study (White House Task Force to Protect Students from Sexual Assault, 2014). The report included guidance for crafting campus policy related to sexual harassment; a call to recognize diversity within the campus community when crafting policy and procedures; a call for a comprehensive, ecological approach to sexual violence prevention efforts; and recommendation that colleges conduct campus climate surveys to better understand the experience and perception of the campus community.

## **Procedures**

### **Sample**

The sample for this study was undergraduate women who responded to a previously administered electronic invitation and submitted response to the campus climate survey from an urban, metropolitan, women's liberal arts college in the northeast. This survey was open to all currently enrolled students at least eighteen years of age, approximately 2400 students, and represents a sample of convenience. Student participants were enrolled at an urban, private, residential women's liberal arts institution in the northeast where there are co-ed academic classes and resources, as well as shared co-curricular programs. It has been reported that students who attend a women's institution demonstrate greater engagement in their college experience, with greater student participation in and out of the classroom (Kinzie et al., 2007). The population from which this sample was drawn does demonstrate active involvement in campus organizations and leadership opportunities as well as engagement in activism and social justice initiatives. There were also community based initiatives within the city to address sexual harassment behaviors such as street harassment or inappropriate touching in public transportation. From an ecological theory perspective, this sample from a women's institution does represent a special niche population (Renn & Arnold, 2003) that has had fairly extensive opportunity for exposure to sexual violence prevention on campus and citywide.

The survey invitation was sent via email from the senior student affairs administrator inviting participation. The majority of enrolled students are traditional

aged (18-24 year old) undergraduates. The population from which this sample was collected is racially diverse, with current enrollment at time of data collection including 43% students of color. The demographics of this sample was representative of the population from which it was drawn. Respondents were able to skip questions, though most questions also allowed for a ‘prefer not to answer’ option in an effort to reduce missing data. For this sample, response rates for the survey items utilized for this study ranged from 616 to 828, representing a 25-34% response rate of the student enrollment at the time of data collection.

### **Instrumentation**

The climate survey instrument utilized for data collection was created specific to the institution based upon institutional interest in assessing current awareness of policy and campus experience, to inform prevention efforts, as well as looking to model variables explored in existing research on campus climate related to sexual harassment. Within the survey, specific definitions of harassment from campus policy were provided prior to the series of questions that refer to experiences of harassment; questions were also framed to consider “in the last twelve months” in an effort to isolate responses to better understand the current campus experience. In addition to collecting demographic information, students were asked if they know someone who was sexually assaulted, to state their extra-curricular group participation, to indicate their awareness of campus policy and procedures, likelihood to report to campus staff, and experiences of harassment and sexual assault. A bystander intervention intention to help friends scale was included in the survey.

All data was collected using an IRB approved online campus climate survey (Appendices A and B). The survey included 28 questions, with twelve questions that included multiple options for response within the question. It was estimated to take 10-15 minutes to complete. The email invitation and the start of the survey included informed consent information, and upon submitting the survey the web browser was redirected to the policy and resource page of the campus website. To protect confidentiality, the institutional research office managed the survey and provided the de-identified data in SPSS file and a Qualtrics description data output to the primary investigator for analysis. Following are details of measures within the survey.

**Bystander Intention to Help.** To measure intention to help in bystander intervention, Banyard's (2013) Intent to Help Friends Scale: Brief Version was included in the climate survey. The types of helping in this scale are related specifically to college settings and sexual harassment experiences. Banyard and colleagues have explored intention to help in bystander intervention in a range of studies, developing and refining measures of bystander attitudes in an effort to better understand helping behaviors in the context of bystander intervention related to the spectrum of sexual violence (Banyard, 2008; Banyard et al., 2004; Banyard et al., 2007; Banyard et al., 2013; Banyard & Moynihan, 2011; Brown, Banyard & Moynihan, 2014; McMahon, 2010; McMahon et al., 2011). Factor analysis was conducted in the creation and validation of the Intention to Help Friends Brief Scale (Banyard et al., 2013). The original bystander attitudes and willingness to help scales included 51 items that were then reduced to 38 items, and finally a ten item scale for friends, with McMahon (2010) having also created a brief

version of bystander attitude of ten items. Among the studies that reported reliability (Chronbach's alpha) results were .85 (Banyard & Moynihan, 2011) to .94 (Banyard et al., 2007; Banyard et al., 2013). Research over time with college student populations and bystander intervention prevention education led to the development and validation of the utilized scale (Banyard et al., 2013).

Banyard, Moynihan, Cares, and Warner (2013) indicated a Chronbach's alpha of .93 in research reporting the creation and validation of the Intent to Help Friends Scale: Brief version instrument. The survey instructions indicated "for each of the following statements, please indicate how likely you would be to engage in the stated behavior to help someone familiar to you (as in, someone within the campus community)" followed by 10 statements. Response options included extremely likely, likely, somewhat likely, somewhat unlikely, or very unlikely. Statements included "I ask someone who seems upset if they are okay or need help"; "I stop and check in on someone who looks intoxicated when they are being taken upstairs at a party"; and "I approach someone I know if I thought they were in an abusive relationship and let them know I'm here to help." This is a scale measure, with score created by summing responses and averaging (numerical representation of very unlikely equal to one, and extremely likely equal to five). A higher mean score indicates a greater intention to help. There were 637 responses to this scale.

**Intrapersonal / sexual harassment experiences.** Experience of sexual harassment was measured through a series of statements about specific experience of behaviors adapted from the Sexual Experiences Questionnaire (Fitzgerald, Gelfand, &

Drasgow, 1995) and utilized in research reported by Hill and Silva (2005), measuring gender harassment, unwanted sexual attention and sexual coercion, representing a range of sexually harassing behaviors. In this survey, questions specified “in the last twelve months” and allowed for response across a range of specific on and off campus locations. Response options for campus locations included: on campus, in class, in residence halls, at a college event, and at a college job. A series of response options began “In the last twelve months, indicate where you may have experienced someone engaging in the following behaviors toward you: (check all that apply)”. Statements for response included such experience as “made unwelcome sexual comments, jokes, gestures, or looks;” “touched, grabbed, or pinched you in an unwelcome sexual way;” “asked you to do something sexual in exchange for something;” “Forced you to kiss him or her;” and “Forced you to do something sexual, other than kissing.” For analysis, any affirmative response to any of the campus locations of experienced behavior was collapsed to indicate experience of sexual harassment at college. There were 663 responses to this series of questions.

Though the series of behaviors (above) included forced unwanted physical activity, an additional series of questions adapted from the Sexual Experience Survey (SES; based on Koss as published in Thompson, Basile, & Sitterle, 2006), is a measure of sexual assault experience not limited to having occurred on campus. The question began with “During the past twelve months have you.” There were six statements with response options of prefer not to answer, no, yes-once, yes-twice, and yes- more than twice. Statements included specific behaviors such as “given in to sexual play (fondling,



kissing, touching, but not intercourse) when you didn't want to because you were overwhelmed by the other person's arguments and/or pressure;" and "had unwanted sexual intercourse because you were under the influence of alcohol or other substances." For analysis, any affirmative response to any of the behaviors was collapsed to indicate experience of sexual assault in the past year. There were 637 responses to this series of questions.

**Intrapersonal / demographic factors.** Toward the end of the survey were several demographic questions. To assess sexual orientation the survey used the question "what is your sexual orientation?" Students could respond with one of seven options. The offered response options were bisexual, gay/lesbian, heterosexual, queer, unsure/questioning, other, and prefer not to answer. For this study, a dichotomous measure was created to represent heterosexual and non-heterosexual responses, with 'prefer not to answer' responses excluded. There were 636 responses, with 80% reporting heterosexual.

To assess race and ethnicity the question "What is your race or ethnic group," offered response options of American Indian or Alaska native, Asian or Asian American, Black or African American, Hispanic or Latina, Native Hawaiian or other Pacific Islander, White, Other, and Prefer not to answer. For this study, a dichotomous measure was created to represent students of color as indicated by any response that included a race other than only White. There were 636 responses, with 64% reporting white.

A question “what is your class year,” offered four response options of first year, second year, third year, fourth year or later. There were 635 responses, with 27% first year, 31% second year, 17% third year, and 26% fourth year or later.

**Interpersonal data.** To assess knowing a survivor, the question “do you know anyone who has ever been sexually assaulted” was asked. Four response options included yes, no, unsure, and prefer not to answer. There were 637 responses.

To assess group membership, the survey included the statement “Please indicate your extra-curricular participation during the current academic year (select all that apply)”. There were seven available response options and participants could check all that apply. Response options included fraternity/sorority; peer educator; student athlete; club sports; active in one recognized student organization; active in more than one recognized student organization; and working an on campus job. There were 616 responses.

**Institutional factors.** After being provided the college specific policy definitions related to forms of sexual harassment and consent, a question asked “Do you think you can locate the Policy and Procedures and contact information for the Title IX Coordinator on the web or campus portal?” with response options of yes or no. There were 775 responses.

Another question asked about likelihood to report if aware of or experienced sexual harassment. The specific statement was “If you or someone you know experiences harassment or discrimination (including sexual harassment), how likely would you be to report your concern to”. The response options allowed for indicating

very likely, somewhat likely, somewhat unlikely and very unlikely, for each of six campus offices. For analysis, this was collapsed to include those who indicated any likelihood to report to any office as indication of a student's likelihood to report to staff. There were 701 responses.

### **Data Collection**

The campus climate survey utilized to collect this data was an electronic survey utilizing Qualtrics online survey software. All enrolled students aged eighteen or older received an email from the College's senior student affairs administrator, with a unique link to the survey, inviting them to participate in this campus climate survey "intended to gather information about your knowledge, experience, and perception of" policy, sexual assault and harassment within the college community and general perception of campus climate. The survey was incentivized with an option to enter their name in a drawing for gift cards (one \$250, four \$25). The email invitation and the start of the survey included informed consent information. Upon completing the survey, the responder was redirected to the college website page providing information about sexual harassment support and resources. The survey was open for a period of just over two weeks. The system sent automatic reminder notices twice to those who had not yet completed the survey. In addition, the Student Government Association included in a weekly newsletter to students a message encouraging student participation in the climate survey.

### **Data Analysis**

Data was cleaned and screened for sufficient response size of variables and the outcome variable, intention to help, were tested for assumptions of normality. This

preliminary data screening included review of data to address potential missing data, with an assessment made to exclude responses that included missing data across all variables used in the study. Further, it was necessary to collapse categorical data into dichotomous measures. For categorical measures the frequencies were viewed as bar charts. As described earlier in the instrumentation section of this chapter, some questions offered multiple response options and also necessitated being collapsed for data analysis. Measures were reviewed further to determine what response group size might indicate as appropriate for creating a categorical measure that best allows for analysis. For example, the seven possible options for group membership were reviewed given sufficient response rate to explore fraternity/sorority members, athletics participation, and other group participation as three separate dichotomous measures. This variable was ultimately utilized as a dichotomous participating in any group or not.

Adhering to assumptions of normality, without extreme outliers, is necessary for the use of parametric tests (Warner, 2013). A description of data cleaning steps, test for assumptions of normality and corrections made to variables are reported as part of the results section (Warner). The outcome variable is a continuous variable, and was calculated as a standardized mean and reviewed to insure assumptions of normality. The Chronbach's alpha was also calculated and reported for reliability of the outcome variable, intention to help.

Once basic descriptive information was obtained for all cleaned and computed variables, to prepare for multivariate analysis, correlations among the included variables, predictors and outcome variable, was reviewed for correlation to examine the relationship

between pairs and among subsets of variables (Warner, 2013). This review of correlations included all variables to be considered in further analysis.

After correlations and significance were reviewed, a stepwise multiple regression process was utilized. Independent variables were added to run a series of regression steps to discover whether, or in what way, intrapersonal, interpersonal, and institutional variables may predict intention to help, the dependent or outcome variable. First intrapersonal variables of experience of sexual orientation, race, and sexual harassment and sexual assault, entered as predictor variables of intention to help. Next, controlling for these, interpersonal variables of group membership and knowing a survivor were entered as predictor variables of intention to help. Then, institutional variables of awareness of policy and likelihood to report were entered as predictor variables of intention to help.

Finally, the interaction of sexual orientation as a moderator of the interpersonal factor “knowing a survivor” was created and included in a regression model. Baron and Kenney (1986) describe the role of a moderator interacting with the predictor variable and altering outcome. A moderating variable is typically a fixed categorical variable. In exploring moderation, the individual variables’ influence on the dependent or outcome variable was first reported and then the interaction explored as to whether it moderated the influence of the predictor variable on the outcome variable. The interaction variable of sexual orientation and knowing a survivor was computed, to identify non-heterosexual students who know a survivor as compared to heterosexual students. This interaction variable was utilized in running a regression model with sexual orientation, knowing a

survivor and the addition of the interaction variable as a final analysis, to explore moderation.

### **Methodological Issues**

Limitations of this research design include the nature of cross sectional data collection that only represents a snapshot in time with the sample collected. Sufficient response rate can allow for generalizing to the population from which the sample is collected, but will not allow for generalizability more broadly. It is also important to note that this analysis may describe correlation, but is not describing causation (Remler & Van Ryzin, 2011). Given the reality that a campus community is constantly evolving, as students enter and exit, as well as external influences (such as the current national focus on sexual violence on campuses) shift over time, this analysis may have limited generalizability even within the given population. It is also important to recognize the unique nature of community at a residential women's institution that is situated in an urban setting and shares resources with a co-ed institution. This institution had also exposed much of the community in education related to both Title IX and bystander intervention for sexual harassment.

That said, there is a paucity of research related to factors that influence intention to help and bystander intervention prevention education (Banyard, 2011; 2013), yet a national call for more focus on the practice in higher education, as well as an expectation of evidence based prevention practices (DeGue, 2014). Russell (2005) also called for exploration of prevention efforts directed toward sexual minority youth, emphasizing the need for understanding if experiences may differ at multiple ecological levels. The

outcome of this research sought to explore a growing area of interest and may have raised more questions than answers, and can lead to formulating questions for further exploration. While this data may inform some broad understanding of a sample, it raises further question of why there is (or is not) correlation and predictive value occurring (Remler & Van Ryzin). Follow up questions may be best explored in further depth through qualitative methods, as well as future climate surveys as an opportunity to identify patterns or shifts in experience or attitudes that may occur over time (White House Task Force to Protect Students from Sexual Assault, 2014).

### **Summary**

Utilizing an ecological lens, this study set out to discover whether intrapersonal (experience of sexual harassment, sexual orientation, and race), interpersonal (knowing a survivor, group membership), and institutional (awareness of policy and procedures, likelihood to report) factors may predict bystander intention to help among college women. The use of a campus climate survey that collected data related to students' experiences in and of the college campus was analyzed to identify factors that may predict intention to help. Given the national data that many college women experience and are adversely impacted by sexual harassment (Hill & Silva, 2005; Karjane et al., 2002; Krebs et al., 2007), and the growing national focus on sexual harassment prevention and response (White House Task Force to Protect Students from Sexual Assault, 2014), these results provide helpful steps toward knowing more about factors that influence intention to help among college women. Furthering this understanding can

inform future development and implementation of bystander intervention prevention efforts, as well as future research efforts.



## **Chapter Four**

### **Results**

The purpose of this research study was to identify the extent to which ecological factors predict a greater intention to help in bystander intervention related to sexual harassment prevention among college women. Predictor variables included intrapersonal characteristics of sexual harassment and sexual assault experiences, sexual orientation, and race; interpersonal factors of campus group participation and knowing a sexual assault survivor; and institutional factors of reported ability to locate policy and procedure and likelihood to report harassment to staff. This study utilized data collected as part of a campus climate survey open to enrolled students at an urban, metropolitan, residential women's liberal arts college, that shares resources with a co-ed institution, in the northeast. The campus climate survey was administered during a spring semester and open for responses for a period of just less than three weeks.

This chapter will describe the sample of college women and how it reflects the total student population of the college, then provide the data analyses of the aforementioned predictor variables derived from the survey responses, and finally present the results of the data analyses in addressing the research questions using regression analysis. Additional analyses based upon initial findings will also be described to further understand the results of this study.

### **Participants**

A total of 892 undergraduate women responded to a previously administered electronic invitation and submitted responses to a campus climate survey which was

administered to identify student awareness, perception, and experience of sexual harassment and response to sexual harassment. This survey was open to all currently enrolled students at least eighteen years of age, approximately 2400 students, and represents a sample of convenience. Student participants were enrolled at an urban, private, residential women's liberal arts institution in the northeast with a consortium relationship to a co-ed institution. The institution dynamics offer access to co-ed academic classes and resources, as well as co-ed shared groups and co-curricular programs. The demographics of this total college population are as follows: approximately 2400 predominantly traditional aged college students (aged 18-24), just over 40% students of color coming from 48 states and 53 countries. Approximately half of all students receive some form of financial aid.

In reviewing data, any response that was missing data for any of the included variables was excluded. Though 892 students submitted survey responses, students could skip questions, for this study, after data cleaning the total  $n=539$ . The survey instrument often offered 'prefer not to answer' as a response option, in an effort to minimize missing data, however, questions could be skipped.

### **Intrapersonal, interpersonal, and institutional factors**

Intrapersonal factors for this study including sexual orientation (non-heterosexual or LGBTQ), race (student of color), sexual harassment experience and sexual assault experience and are shown in Table 1. Racial diversity is similar to the diversity of the total student enrollment. To create the dichotomous student of color variable response to "What is your race or ethnic group" was calculated such that any affirmative response to

American Indian or Alaska Native, Asian or Asian American, Black or African American, Hispanic or Latina, Native Hawaiian or other Pacific Islander, or other became a 1 or 'yes' and those who selected only 'white' became 0 or 'no'. For this study, 41% of responding students indicated they identity as a student of color. In addition, 17% of respondents reported sexual orientation of lesbian/gay, bisexual, queer, or questioning/unsure, collapsed to indicate non-heterosexual (LGBQ) for this study. Students were asked to report their year in school. While responses indicated 29% first year, 29% sophomore, 16% junior, and 26% fourth year or more, in reviewing the correlations, the correlations of each year and intention to help were not significant. Year in school was not included as a variable in further analysis for this study.

Intrapersonal factors of self reported personal experience of sexual harassment and sexual assault, in the past twelve months, was measured. Sexual harassment experience is an aggregate reporting of any affirmative response to at least one of nine harassment behaviors directed toward the individual, experienced in at least one of seven on campus locations, in the past twelve months. See Appendix A for complete survey questions and specified campus location options. Of included student responses, 28% reported experiences of at least one instance of harassment on campus during the past twelve months. Sexual assault experience is an aggregate reporting of any affirmative response to at least one of six sexual assault behaviors experienced by the individual in the last twelve months, with response options of 'yes-once,' 'yes-twice,' or 'yes – more than two times' indicating affirmative response. Of included student responses, 21% reported experience of sexual assault experience during the past twelve months.

Interpersonal factors were derived by questions indicating knowing a survivor and active group participation. Students were asked whether they know anyone who has experienced sexual assault (knowing a survivor), 60% of responding students indicated yes that they do know a sexual assault survivor. To identify group participation students were asked to indicate extra-curricular participation during the academic year with the following response options utilized in this research: member of a recognized fraternity or sorority, I am a student athlete (varsity/team athlete), I participate in club sports, and I am an active member of one recognized student organization. A dichotomous group participation variable was calculated by combining affirmative responses to at least one of these options. Overall response to active group participation in student organizations, an interpersonal factor, included 41% of students who participate in at least one group. Among these, 15% indicated membership in fraternity sorority life organizations (FSL), 12% reported being a team or club sport athlete, and 32% of students reported active membership in one recognized student organization. In reviewing the correlations, there was not significance at these specific organization levels, therefore the aggregate dichotomous variable indicating any group participation was used in this study.

Finally, two measures of institutional influence on an individual as potential predictors were reported ability to locate College harassment policy and procedure and reported likelihood to report harassment to a staff member. In this study, included student responses indicated 72% reported they could locate policy and procedures and contact information for the Title IX Coordinator online. In addition, 96% reported being at least somewhat likely to report to at least one staff member. This variable was

calculated by collapsing any ‘somewhat likely’ or ‘very likely’ response to any of seven campus offices in response to “if you or someone you know experiences harassment or discrimination (including sexual harassment), how likely would you be to report your concern to” staff offices.

Table 1

*Student Campus Climate Survey Measures, Number and Percentage of Sample*

Characteristic	<i>n</i>	Students	% of Student Respondents
NonHeterosexual (LGBQ)	539	90	(17)
Student of Color	539	212	(40)
SH Experience	539	151	(28)
SA Experience	539	115	(21)
Know a Survivor	539	324	(60)
Group Participation	539	222	(41)
Likely to Report to staff	539	516	(96)
Locate Policy	539	388	(72)
		<i>M</i>	<i>SD</i>
Bystander Intention to Help Scale	539	4.05	.637

### **Bystander Intention to Help**

The Bystander Intention to Help Friends brief measure was calculated by summing the response to the 10 scale items and averaging the score for a possible range of 0 to 5. This scale included ten statements to which students responded extremely likely, likely, somewhat likely, somewhat unlikely, or very unlikely. The question stated “For each of the following statements, please indicate how likely you would be to engage in the stated behavior to help someone familiar to you (as in, someone within the campus community).” There were ten statements as follows: “I ask someone who seems upset if they are okay or need help”; “If someone said they had an unwanted sexual experience, but don’t call it rape, I express concern or offer to help”; “I express concern to someone I

know who has unexplained bruises that may be signs of abuse in relationship”; “I stop and check in on someone who looks intoxicated when they are being taken upstairs at a party”; “I see someone talking to a woman I know. The person is sitting close to her and by the look on her face I can see she is uncomfortable. I ask her if she is okay or try to start a conversation with her”; “I see someone and their partner. The partner has fist clenched around the arm of person and person looks upset. I ask if everything is okay.” “Ask someone who is being shoved or yelled at by their partner if they need help”; “Tell someone if I think their drink was spiked with a drug”; “I approach someone I know if I thought they were in an abusive relationship and let them know I’m here to help”; and “I let someone who I suspect has been sexually assaulted know I’m available for help and support”. The responses to these ten statements indicating instances of helping were numerically coded to be five through one, with the higher number representing greater likelihood to help. For this study, among the sample of 539 students, the average score was 4 ( $M=4.05$  and  $SD=.637$ ), with higher scores indicating greater intention to help. Table 2 includes the descriptive data for this measure. Internal reliability calculated for this scale was good, with a Chronbach’s alpha result of .88. The mean and standard deviation of this study resulted in comparable mean to reported psychometrics, though the standard deviation is slightly smaller than that reported by Banyard et al. (2013) in the development of the Intention to Help Friends: Brief Version.

### **Data Analysis**

Preliminary data screening included examination of frequency histograms for dichotomous variables and for normality of the continuous outcome variable. Bivariate

correlation of all variables was conducted to test for the assumption of lack of multicollinearity. Initial review of data yielded small to moderate correlation between some variables. The greatest correlation, not surprisingly, was between experiences of sexual harassment and experiences of sexual assault. Correlations are reported in Table 2.

### **Research Questions**

Scores on the Bystander Intention to Help Scale (intention to help) were predicted from the intrapersonal variables (sexual orientation, race, sexual harassment experience, and sexual assault experience), interpersonal variables (knowing a survivor and group participation), and institutional variables (ability to locate policy and likelihood to report experiences).

To explore mean difference between heterosexual and non-heterosexual student intention to help an independent samples *t* test was performed to assess whether mean Intention to Help differed significantly for the 90 non-heterosexual students as compared with the 449 heterosexual students. The assumption of homogeneity of variance was assessed and indicated no significant violation of the equal variance assumption. The mean Intention to Help differed significantly,  $t(537) = 2.31, p = .021$ , two-tailed. Mean Intention to Help for the non-heterosexual students ( $M = 4.19, SD = .59$ ) was .16 higher than mean Intention to Help for heterosexual students ( $M = 4.03, SD = .64$ ), with a small calculated effect,  $\eta^2$  of .01.

Additional *t* tests were performed to assess mean differences for race, knowing a survivor, and ability to locate policy. Intention to Help differed significantly for the 212 students of color as compared with 327 white students. The mean Intention to Help

differed significantly,  $t(537) = -3.83, p < .001$ , two-tailed. Mean Intention to Help for the students of color ( $M = 3.92, SD = .69$ ) was .22 lower than mean Intention to Help for white students ( $M = 4.14, SD = .59$ ), with a small calculated effect,  $\eta^2$  of .03. Intention to Help differed significantly for the 324 students who know a survivor as compared with 215 students who indicate they do not know a survivor of sexual assault. The mean Intention to Help differed significantly,  $t(537) = 5.07, p < .001$ , two-tailed. Mean Intention to Help for the students who know a survivor ( $M = 4.16, SD = .60$ ) was .27 higher than mean Intention to Help for students who do not know a survivor ( $M = 3.89, SD = .65$ ), with a small calculated effect,  $\eta^2$  of .05. Finally, Intention to Help differed significantly for the 388 students who indicated they could locate policy as compared with the 151 students who did not indicate they could locate policy. The mean Intention to Help differed significantly,  $t(537) = 2.63, p = .009$ , two-tailed. Mean Intention to Help for the students who can locate policy ( $M = 4.10, SD = .62$ ) was .16 higher than mean Intention to Help for those students who indicate they cannot locate policy ( $M = 3.94, SD = .67$ ), with a small calculated effect,  $\eta^2$  of .01. The negative sign for the slope of race indicated that being a student of color predicted lower scores for the intention to help scale. The positive sign for the slopes of sexual orientation, knowing a survivor, and ability to locate policy indicate a prediction of higher scores for the Intention to Help scale.

To assess the predictive value of the identified variables on Bystander Intention to Help a hierarchical multiple regression was performed. That is, variables were added in three steps in an order determined by the researcher, as follows: model one, sexual orientation, race, sexual harassment experience, and sexual assault experiences



(intrapersonal factors); model two, controlling for the intrapersonal variables, added knowing a survivor and group participation (interpersonal factors); model three, controlling for interpersonal and intrapersonal variables, added ability to locate policy and likelihood to report harassment experiences (institutional factors). The rationale for this order is based upon an ecological theory of development and approach to prevention, examining the layers of ecological influence on an individual. Results for this hierarchical multiple regression are summarized in Table 3.

The first step, model one, a regression utilizing four intrapersonal predictor variables, was statistically significant,  $R=.20$ ,  $R^2=.040$ ,  $F(4, 534)=5.58$ ,  $p<.001$ . Some variation in intention to help can be predicted from these four variables, though only 4% of the variance in intention to help score was accounted for by this regression.

The second step of analysis, model two, a regression utilizing two additional interpersonal predictor variables, while controlling for intrapersonal variables of model one, was statistically significant,  $R=.27$ ,  $R^2=.07$ ,  $F(6, 532)=6.83$ ,  $p<.001$ . Intention to help is further predicted with the additional two variables, with 7% of the variance in intention to help score accounted for by this regression.

The overall regression, including eight predictor variables, the addition of two institutional variables, and controlling for intrapersonal and interpersonal variables, was statistically significant,  $R=.28$ ,  $R^2=.08$ ,  $F(8, 530)=5.76$ ,  $p<.001$ . Intention to help is only slightly further predicted with the final two variables included, with 8% of the variance in intention to help score accounted for by this regression.

Table 2

*Correlations for Scores on the Intention to Help Scale and Ecological Factors (n=538)*

Measure	1	2	3	4	5	6	7	8	9
1. NonHeterosexual	1	-.024	.097*	.095*	.131**	-.031	.036	-.029	.099*
2. Student of Color	-	1	-.012	-.104*	-.166***	.044	-.107*	-.018	-.163***
3. SH Experience	-	-	1	.300***	.221***	-.044	-.080	-.052	.077
4. SA Experience	-	-	-	1	.165***	.015	-.018	-.069	.052
5. Know a Survivor	-	-	-	-	1	.058	.040	-.078	.214***
6. Group Participation	-	-	-	-	-	1	.018	.027	.056
7. Locate Policy	-	-	-	-	-	-	1	-.009	.113**
8. Likely to Report	-	-	-	-	-	-	-	1	-.001
9. Intention to Help	-	-	-	-	-	-	-	-	1

\* $p < .05$ , \*\* $p < .01$ , \*\*\* $p < .001$

Table 3  
*Student Ecological Variables Prediction of Bystander Intention to Help*

Variable	Model 1		Model 2		Model 3	
	<i>b</i>	95% CI	<i>b</i>	95% CI	<i>b</i>	95% CI
NonHeterosexual	.151*	[.008, .294]	.124	[-.018, .266]	.118	[-.024, .259]
Student of Color	-.208***	[-.317, -.098]	-.177**	[-.286, -.068]	-.164**	[-.273, -.054]
SH Experience	.091	[-.034, .215]	.050	[-.075, .174]	.062	[-.063, .186]
SA Experience	.013	[-.124, .149]	-.013	[-.148, .122]	-.010	[-.145, .125]
Group Participation			.072	[-.035, .179]	.069	[-.037, .176]
Know a Survivor			.224***	[.111, .336]	.220***	[.108, .332]
Locate Policy					.131*	[.014, .248]
Likely to Report					.041	[-.218, .301]
$R^2$	.04***		.071***		.08***	
$F$	5.58		6.83		5.76	
$\Delta R^2$			.031		.009	
$n$	538		538		538	

*Note.* CI=confidence interval.

\* $p < .05$ , \*\* $p < .01$ , \*\*\* $p < .001$

A moderation regression model was performed to examine sexual orientation as a moderator of knowing a survivor as a predictor of intention to help. For this model, a regression was run utilizing three variables, knowing a survivor, sexual orientation and the knowing a survivor by sexual orientation product term. While the regression model was statistically significant,  $R=.23$ ,  $R^2=.05$ ,  $F(3, 535)=9.61$ ,  $p<.001$ . The raw score regression coefficient for the product term was not a statistically significant interaction,  $b=.064$ , with  $t(538)=.388$ ,  $p=.698$ . This indicates the prediction of intention to help from knowing a survivor is the same for heterosexual and non-heterosexual students.

Upon reviewing these results, the researcher decided to run additional analyses, to examine the predictive value of only the variables that remained statistically significant across this study. A regression was performed utilizing students of color, knowing a survivor, and ability to locate policy as predictors of intention to help. This model was statistically significant,  $R=.27$ ,  $R^2=.07$ ,  $F(3, 535)=13.60$ ,  $p<.001$ . Intention to help is only slightly less predicted with these three variables as compared to the model of eight variables, with 7% of the variance in intention to help score accounted for by this regression. The results for this analysis are presented in Table 4.

Table 4

*Race, Knowing a Survivor, and Ability to Locate Policy Predicting Bystander Intention to Help*

Variable	Model 1 <i>b</i>	95% CI
Student of Color	-.159**	[-.267, -.050]
Know a Survivor	.247***	[.139, .354]
Locate Policy	.131*	[.014, .247]
$R^2$	.071***	
$F$	13.60	
$N$	538	

Note. CI=confidence interval.

\* $p < .05$ , \*\* $p < .01$ , \*\*\* $p < .001$

### Summary

This chapter presented the results of descriptive information and the data analysis in predicting greater intention to help among college women on a metropolitan, residential, liberal arts campus in the northeast. The racial distribution of the sample included 41% students of color, closely resembling the population from which the sample was drawn. The sample included 17% of students identifying as non-heterosexual (LGBQ). This student sample represented diverse activities, 41% of students in this study indicating participation in at least one group. Similar to other research (Fisher, Cullen, & Turner, 2000), in this study 21% of students reported experience of a sexual assault and 28% reported experience of sexual harassment. A majority of students, 60%, reported knowing a sexual assault survivor. Students also reported confidence in their ability to locate harassment policy and procedures (72%) and a high likelihood (96%) to

share information with a staff member (report) if they experienced or witnessed harassment.

Regression analysis utilizing an eight variable, three step approach accounted for 8% of the variance in intention to help. Moderation analysis did not show that sexual orientation had a moderating influence on prediction of intention to help. Similar to several published studies (McMahon & Farmer, 2009; McMahon, 2010; Moynihan & Banyard, 2008), knowing a sexual assault survivor did indicate statistically significant prediction of a greater intention to help. Unlike other studies, the diversity of this student sample allowed for further analysis of race as a predictor of intention to help. A final regression analysis including students of color, knowing a survivor, and ability to locate policy as predictors accounts for 7% of the variance in bystander intention to help.

## **Chapter Five**

### **Introduction**

The incidence of sexual harassment among college women is high (Allan, 2011; Fitzgerald et al., 1988; Hill & Silva, 2005; Huerta et al., 2006; Krebs et al., 2007).

Within higher education and the national media, there continues to be a national focus on the incidence of sexual harassment on college campuses (Huffington Post, 2014; OCR, 2011; White House Task Force to Protect Students from Sexual Assault, 2014; VAWA, 2013). Hill and Silva (2005) also found a higher likelihood of reported experience of sexual harassment by lesbian, gay, bisexual, or transgender students; as well as finding that racial groups experience similar levels of harassment, but report differences in types of experiences and responses to such experience.

As a response to the high incidence of sexual harassment, additional federal regulations and guidance documents have expanded mandates at the campus level emphasizing the expectation of ongoing prevention efforts to create and maintain a campus community free from discrimination and harassment based on sex. Recent federal legislation (Violence Against Women Act reauthorization, VAWA, 2013) specifically requires colleges and universities to provide bystander skills training as a prevention effort related to ending sexual violence on campus. In addition to the White House Task Force recommendation (2014) and Department of Education Office of Civil Rights resolution agreement recommendation (OCR) that campus climate surveys be utilized to inform prevention efforts, Congress continues to propose new legislation that

would require colleges to conduct regular climate surveys (S.2692, 2014; S590, 2015; HR.1310, 2015).

While the federal government is now requiring that colleges present bystander skills to students, this study was designed to determine what specific factors may influence bystander intervention intention to help among college women. The purpose of this study was to "operationalize" and better understand valuable data gathered in an existing climate survey from a private liberal arts women's college in the Northeast. The focus of the study was from an ecological perspective, examining factors that influence bystander intention to help among college women with regard to sexual harassment.

Bystander intervention is a promising prevention practice that shifts the focus of prevention from individuals involved in a sexual harassment situation to a community responsibility to support an inclusive, respectful environment and contribute to ending harassment. While bystander intervention seems to be a helpful prevention approach and federal legislation and guidance expects that students be provided bystander skills education, there continues to be limited research on what contributes to bystander intention to help in the context of college sexual harassment (Banyard, 2011, 2013, 2014; Brown, Banyard, & Moynihan, 2014). The design of this study sought to contribute to this gap in this growing area of research literature.

### **Research Questions**

This exploratory study, using an ecological lens, examined whether intrapersonal (experience of sexual harassment, sexual orientation, and race), interpersonal (group participation, knowing a survivor) and institutional (knowledge of policy and procedures,



likelihood to report) factors predict bystander intention to help among college women in sexual harassment situations.

The primary research questions guiding this study were:

1. Exploring the influence of intrapersonal factors, does experience of sexual harassment during the prior year and individual demographics (sexual orientation and race) predict intention to help?
2. Controlling for intrapersonal factors, do interpersonal factors (knowing a sexual assault survivor and active campus organization group participation - athletics, sorority, student organization) predict a greater intention to help?
3. Controlling for afore mentioned intrapersonal and interpersonal factors, do institutional factors (awareness of policy and likelihood to report an incident) predict a greater intention to help?
4. To explore within group differences among women, does sexual orientation moderate the relationship between knowing a survivor and intention to help?

The findings described in chapter four will be discussed in this chapter. Study limitations will be examined, as well as identifying implications for prevention educators, Title IX coordinators and counselors and helping professionals. Finally, future research suggestions will be presented.

## Discussion

This study sought to explore intrapersonal, interpersonal, and institutional factors that predict intention to help among women at a college in the Northeast. In proposing an ecological approach to bystander intervention prevention efforts, Banyard (2011) noted that there are a number of variables (e.g. gender, sorority or athletic team membership, institutional response) in need of further exploration to better understand why someone may or may not help in situations of sexual harassment. The purpose of this study sought to extend discovery of such influences. While not all of the included variables in this data analyses resulted in prediction of intention to help, several variables were predictive of intention to help. This is significant in exploring the complexity of intention to help in response to the complex issue of sexual harassment. There is need to continue to discover and increase understanding of this complex issue on college campuses. Consider these results in the context of the currently changing landscape of response to sexual harassment on college campuses.

Use of an ecological lens as a theoretical framework can aid in better understanding elements of the complexity of sexual harassment and human behavior. What is particularly interesting in these results is the finding that awareness of policy and procedures does offer some prediction of intention to help. So, from this study, the student who is more fully aware of the existing sexual harassment policies and procedures on a college campus is more likely to have intention to intervene and help a potential target of sexual harassment. There is increasing emphasis from federal and state governments, as well as from the White House, on providing and educating students

about campus policy and procedures in response to sexual violence. This finding seems to be consistent with these increasing federal and state guidelines. The findings of this study also support existing research that indicates knowing a sexual assault survivor is influential (McMahon, 2010; McMahon & Farmer, 2009). The results also find indication that sexual orientation has some influence on intention to help, a much less studied factor (Wernick, Kulick, & Inglehart, 2013). Finally, unlike much previous research, these results did offer sufficient diversity of a sample to identify race as a factor predicting intention to help (Amar, Tuccinardi, Heislein, & Simpson, 2015; Kuntsman & Plant 2008; McMahon et al., 2013; Sabina and Ho, 2014; Saucier, 2010). That these results do indicate some prediction from each level, intrapersonal, interpersonal, and institutional factors, supports the application of an ecological approach as theoretical framework.

This was an exploratory study using past literature to help in understanding a relatively new prevention construct of "bystander intention to help" with regard to sexual harassment on a college campus. This context for research is of increasing importance in higher education. These results are mixed in terms of statistical significance, but are also important in terms of beginning to understand what influences bystander intervention intentions at this particular college. Results raised interesting questions for further consideration in future research. While some variables were not significant predictors in the model, there is indication of interaction. Further exploration is warranted. The following discussion is organized by intrapersonal, interpersonal and institutional factors as explored in this study.

**Intrapersonal factors.** The first question of this study was exploring the influence of intrapersonal factors, to identify whether the experience of sexual harassment during the prior year and individual demographics, specifically sexual orientation and race, predict intention to help among college women in situations of sexual harassment. These results did not indicate experience of sexual harassment as a predictor of intention help. The results were mixed for individual factors, with sexual orientation showing a small influence in the initial analysis, but not holding through the remaining regression steps. Race did result in significant prediction of intention to help, with students of color predictive of slightly less intention to help.

In this study, prior experience of sexual harassment was not predictive of intention to help. Some researchers have indicated that prior victimization is a risk factor for sexual harassment and may be predictive of helping others in similar situations (Beeble et al., 2008; Krebs et al., 2007) and others have called for further exploration of this factor (Banyard, 2011, 2014). With the consistent report of high incidence of experiences of sexual harassment in high school and college, it is important to explore how or whether such personal experience may influence intention to help. It is possible that because, in this study, the intention to help scale and the prior experience variables encompass a range of behaviors across the spectrum of sexual violence, the influence is not detected in this particular model. The current study results on prior experience with sexual harassment did not show predictive value for intention to help, however further exploration of the influence of past experience on intention to help in situations related to sexual harassment is warranted. Banyard (2011) suggested that personal experience or

knowing another who has experienced sexual violence may influence empathy and in turn influence likelihood to help others.

In this analysis LGBQ students were significantly more likely to help in a sexual harassment situation as compared to heterosexual students, however, LGBQ students as a predictor of intention to help became non-significant in the final model. Sexual orientation also was not found to be a moderator in these results. The *t*-test results do indicate significant difference in mean score, with LGBQ students showing greater intention to help. This researcher identified in review of a prior year's climate survey results, significant mean differences in LGBQ students intention to help and a greater number of LGBQ students who know a survivor (Zavadil, unpublished). For this reason and based on review of previous literature the variable of sexual orientation was considered in this study.

Renn (2010) identified a gap in the literature and called for further exploration of differences in LGBQ experiences of campus climate. In a study of high school students, Wernick, Kulick, and Inglehart (2013) found that LGBQ students indicated greater intention to help in response to homophobic harassment. As noted in their study, it does not appear other research has considered the influence of sexual orientation on intention to help. There are unique, and high, experiences of harassment among LGBQ students (Balsam, 2002; Brown, Clarke, Gortmaker, & Robinson-Keilig, 2004; Chesir-Teran & Hughes, 2009; D'Augelli, 1992; Hill & Silva, 2005; Renn, 2010). Balsam (2002) also explored differences in impact, or traumatic experiences, of harassment on lesbian or bisexual women. The potential for interaction of sexist and heterosexist harassment for

this population may also lend to the interaction that seems to exist (Szymanski, 2005). Particularly among college-aged students who may be in an early stage of such identity exploration, as Balsam further noted, LGBQ identity can influence the individual's experience at all levels - intrapersonal, interpersonal, and institutional.

This study offered a unique opportunity to look at within group differences among a population of college women, specifically having sufficient response to explore sexual orientation as a factor. Indeed, these results did include a mean difference, including a greater percentage of LGBQ students knowing a survivor. However, this study did not show strong prediction of intention to help for LGBQ students, nor was sexual orientation found to be a moderator. Although prediction and moderation were not found in these results, LGBQ experience may differ from that of heterosexual students, and the potential interaction of LGBQ identity warrants further exploration in future research.

There have been few other studies to date that had sufficient response by students of color to explore differences between white and non-white students with regard to intention to help in situations of sexual harassment (Brown et al., 2014). In general, the role of race is understudied in college student populations related to experiences of sexual violence and bystander intervention intention to help (Banyard, 2011; Brown et al., 2014; McMahon et al., 2013).

The results of this study indicate that race is a predictor of intention to help. Statistically significant results indicated that students of color reported somewhat less intention to help. Brown, Banyard, and Moynihan (2014) explored race and bystander intervention intention to help and helping behaviors and suggested that the intersection of

race and gender has influence in need of further exploration. Brown et al. (2014) did not find race to predict bystander intentions, but did show prediction of bystander behaviors. Bowes-Speary and O'Leary-Kelly (2005), in studying workplace bystander intervention, called for further exploration of race and other identity influences that may influence likelihood to intervene. Of interest in this study, the negative correlation for students of color and intention to help raises further questions regarding how prevention education may be presented to attend to this difference. As there has been little prior research of race as a predictor of intention to help, these results that indicate a negative correlation are meaningful and highlight the importance of considering identity as an influence of bystander intention to help in campus sexual harassment.

As Renn and Arnold (2003) describe, peer culture is an important element in student development, and the microsystem or interpersonal experience is influenced by the individual's background, experience, and identity, or intrapersonal factors. Lundy-Wagner and Winkle-Wagner (2013) also note that exploring individual factors such as gender, race, or sexual orientation, may be a necessary first step, but exploration of intersectional influence of identity is needed to further our understanding of student experience. While not generalizable, this study found statistically significant differences for students of color and white students in intention to help among college women in sexual harassment situations. These findings further support previous calls for exploration of influence and interaction of race, sexual orientation, and other aspects of identity on intention to help in situations related to sexual harassment (Banyard, 2009; Brown et al., 2014; McMahon et al., 2013).

**Interpersonal factors.** The second question of this study was exploring whether interpersonal factors, knowing a sexual assault survivor and active group participation, predict greater intention to help. Similar to previous research, knowing a survivor was a significant predictor of greater bystander intention to help (Banyard, 2008; McMahon, 2010; McMahon et al., 2011). Group participation, in these results, did not result in prediction of intention to help.

In this study, knowing a survivor had the greatest influence on bystander intention to help, with this variable accounting for a third of a standard deviation difference, with those knowing a survivor having a greater intention to help. More than half of the students responding to this survey, in fact, sixty percent indicated knowing a survivor. This is slightly higher than reported in other studies, though this campus had begun implementing bystander intervention training during the year prior to collection of this data, as well as providing ongoing information about sexual harassment and related resources to students. As the discussion of sexual harassment in college communities is part of local and national dialogue it seems likely that students may be more aware of these experiences and more open to disclosing to friends such experience. This may continue to have a positive influence on intention to help as more students recognize the extent of harassment within their own community and how it impacts their peers, this awareness may increase student perception of personal responsibility to help, the third step of bystander intervention. Interpersonal relationships are an important contextual influence.



There is growing research regarding bystander intervention education on college campuses that explores interpersonal factors, including specific group membership (Bannon, Brosi, & Foubert, 2013; Banyard et al., 2007; Bayard, Plante, & Moynihan, 2004; McMahon, 2010; McMahon et al., 2011; Moynihan & Banyard, 2008). Group membership was examined as a predictor in this study. Individual *t*-test results did not indicate difference between types of group membership though other research indicates that there may be differences for groups such as fraternities or sororities and athletics (McMahon, 2010; Foubert & Perry, 2007). In this study, analysis of any group participation did not indicate prediction of intention to help. In the population of this study there is relatively high group participation in general, as well as being a highly residential community, which may contribute to the lack of influence of group participation identified within this analysis.

Another question to consider is whether it is possible that there are differences in who knows a survivor that may also be influencing group differences. That is, if there is greater prevalence of sharing of past experience within a particular group this interaction may influence intention to help in unique ways. It is documented that within group helping is greater (Penner et al., 2005), this study explored helping at the community level (another student) and did not explore intention to help within specific organizations (groups) or outside of shared group membership. Levine and Crowther (2008) found that social inclusivity promotes bystander intervention. As previously noted, the campus culture as a small residential campus may influence the lack of difference in the group participation findings of this particular study.

**Institutional factors.** The third question of this study explored institutional factors, seeking to understand whether awareness of policy and procedures (policy) and likelihood to report an incident may predict a greater intention to help. The results of this study indicated that awareness of policy was a statistically significant predictor of intention to help, with those aware of policy having slightly greater intention to help. Likelihood to report an incident to the campus was not a predictor of intention to help.

The finding that awareness of policy is predictive of greater intention to help is important particularly in the context of college campuses and the increasing state and federal expectations of campus policy and policy education. Having a policy is necessary, but historically, not always well communicated. These results support the current national dialogue that encourages awareness and including policy explicitly as a resource in prevention education. Recent OCR guidance documentation begins to recognize this stating the Title IX coordinator, who is ultimately responsible for insuring a campus community is free from discrimination and harassment based on sex, should have awareness of both policy and prevention efforts (OCR, 2015). An ecological approach to prevention recognizes the potential influence of policy to shift culture (Banyard, 2014; Campbell et al., 2009; Koss, 1994; Sabina & Ho, 2014; Sallis, Owens, & Fisher, 2008; Stokols, 1996).

Though likelihood to report was not a predictor of intention to help, it may be helpful to continue to explore the influence of likelihood to report an incident as we begin to see an increase in disclosure of experiences (reporting) to campus authorities as well as expectations that individuals do disclose to friends (Harvey, 1996; Krebs et al., 2007).

The high likelihood to report among this sample may be responsible for the lack of influence identified in the regression analysis. These results may also have been influenced by the community from which this data was drawn, where students do in general, reach out to staff for assistance with regularity. The sample therefore may have been skewed in predicting bystander intention to help. Banyard (2011) speculated that trust in an institution may influence intention to help; it is possible that indicating a likelihood to report is not an indication of faith in an organization. Identifying a measure of such trust other than one's likelihood to report to campus staff may be helpful to further understanding of potential institutional influence on bystander intention to help.

The finding that awareness of policy does add to prediction of bystander intention to help in campus sexual harassment is particularly important, and not previously explored. Not only is there federal mandate to educate students about policy (VAWA, OCR), the White House task force and CDC advise of the importance of an ecological approach to prevention education, emphasizing the importance of policy and awareness of policy. This study explored student intention to help, however in the spirit of operationalizing climate survey results, rather than merely reporting descriptive data, attempted to examine interaction across ecological levels of influence, specifically including institutional factors of policy awareness and likelihood to report.

**Intention to Help.** The complete regression model, exploring whether intrapersonal, interpersonal, and institutional factors together predict college women's intention to help in situations of sexual harassment did show some influence at each level. There is increasing exploration of bystander intention to help utilizing an

ecological lens as a theoretical framework to discover factors that may influence helping behaviors related to sexual harassment as an important step in informing prevention efforts and ultimately shifting campus community culture (Banyard, 2008; Banyard, 2011; Banyard et al., 2004; Banyard et al., 2007; Banyard et al., 2014; Banyard & Moynihan, 2011; Brown et al., 2014; McMahon, 2010; McMahon et al., 2011). A key feature of an ecological approach to prevention considers analysis of more than one level of influence as well as the interaction between individual and community (Stokols, 1996). The results of this study identified some predictive value of a combination of intrapersonal, interpersonal, and institutional factors. A final look at only those variables with statistically significant results, race, knowing a survivor, and awareness of policy, yielded slightly less prediction of intention to help in sexual harassment situations than the full model of eight variables.

It is possible the low variances in the final regression analysis may be the result of this unique sample of college women, as engaged students who had much opportunity for exposure to sexual violence awareness and prevention messages both on campus and off. A portion of these students may also have participated in pilot bystander intervention training during the academic year when this data was collected. This sample reported in the descriptive results that 60% know a survivor, 72 % know how to locate policy and 96% are likely to report information to staff. This fairly well educated, empowered, and engaged sample with regard to understanding and awareness of issues of sexual harassment may be the explanation for less variance in this particular study.

While this study is not able to describe the nature of the interaction of the other variables explored, it does seem that further exploration of intersection and influence on the individual is worthy of further research in this context. Continuing to identify factors that may encourage or impede intention to help is important to informing effective bystander intervention prevention efforts (Banyard, 2009; McMahon et al., 2011). Although intention does not always lead to action, intention to help is an important element in supporting effective education of bystander skills (Banyard, 2009; 2014; McMahon et al., 2011). As Brown, Banyard, and Moynihan (2014) note, in understanding individuals and bystander intention to help in sexual harassment, increasingly complex models will be necessary to further identify paths of interaction. These results do add to the call for further efforts to expand understanding of intention to help in sexual harassment prevention utilizing an ecological lens.

### **Limitations**

Several limitations may have influenced the findings of this study. Of important note is the context in which these data were collected. This study population has unique elements of the campus community, as an urban, residential women's institution affiliated with a co-ed institution and sharing curricular and co-curricular offerings as well as social settings. As a women's institution, this sample may represent a group of students who have a more active interest in the issue of sexual violence as well as empowerment to act. The timing of data collection coincided with active local and national dialogue related to campus sexual violence and institutional response to sexual harassment. Information about the spectrum of sexual violence and response was discussed in person through

campus events and student activism, and in the press, both in campus and national media throughout the academic year. In addition, these data were collected at the end of March into early April, which is Sexual Assault Awareness Month, a time when there may be more awareness of campus programming related to this topic. Together, this context may have impacted the survey responses and, therefore, study results. As with other survey research, the nature of cross sectional data collection is that it only represents a snapshot in time of a convenience sample. Additionally, this survey did not include any measure to identify potential influence of social desirability in survey response. Finally, collapsing of data for race and sexual orientation into dichotomous variables loses the ability to understand unique influences within minority identity factors, though response rate warranted the use of dichotomous variables to provide sufficient numbers for analysis.

There is relatively small change in variance identified in this study for intention to help. This study utilized the available data from a campus climate survey. It is possible that the measures from this survey do not precisely reflect the constructs explored. Given the rapid pace of new information regarding experiences of sexual violence on college campuses and government (and public) scrutiny of campus response to such experience, culture shift is likely to continue in the near future both supporting the importance of this research and warranting further research as these complex dynamics are likely to continue to evolve.

### **Implications**

For prevention education, Title IX coordinators on college campuses, and counselors, there are important implications of these findings. A discussion of implications for prevention education efforts and student affairs practice will be presented, followed by brief considerations for campus policy and policy implementation considerations, and finally discussion of implications for counselors, particularly those working in higher education.

**Prevention education.** The significant findings from this study indicate that knowing a survivor of sexual harassment, race, and awareness of policy and procedure are somewhat predictive of intention to help in sexual harassment situations on a college campus. Based on these findings, staff working on bystander intervention prevention education efforts may want to explore how they are considering these factors in prevention education efforts and implementation.

Given the findings in this study that found knowing a survivor increases the likelihood of intention to help, educators might personalize the experience of sexual harassment in bystander intervention prevention efforts to influence intention to help. That is, in designing curriculum for bystander intervention, prevention educators may wish to emphasize knowing a survivor. This might be accomplished through a variety of options appropriate to the campus community. For some, it may be possible to include personal narratives of survivors on campus who wish to share their story for this purpose. Such personal experiences may also be shared in campus media and thus, locally published writing could be referenced in prevention discussion to reinforce that students

likely do know someone within the campus community who has experienced sexual harassment (and how it impacted members of the community). In addition, promoting results of a campus climate survey to students can serve to highlight that their peers are reporting experiences of harassment as another way of increasing students' awareness that they likely know someone who has had such experience. Bystander intervention can be presented with the participation of peer educators (Bell, 2008) which may also provide opportunity for first-hand accounts to be shared by peers who serve as facilitators of bystander skills training.

In this study sixty percent of students reported knowing a survivor, campuses that utilize a climate survey tool may wish to review the prevalence of knowing a survivor in their campus community. As it becomes apparent in a community that a majority of students know a survivor, both as a result of more public dialogue and sharing findings of climate survey results, it may shift how bystander intervention training is presented and received. This may influence the third step of bystander intervention – seeing personal responsibility to help, in turn positively influencing intention to help. It may be possible that if students have a greater intention to help they may need less focus on why one should intervene and more skill building information on how to overcome barriers and how to intervene.

Of particular note, the findings here reinforce guidance that indicates awareness of campus policy and procedures for response to sexual harassment may be an important element to include in campus prevention efforts. For example, including in prevention discussion specific contact information where one can learn more about investigation and



conduct procedures might be included as an available resource. Print and media prevention campaigns on campus might benefit from inclusion of important elements of sexual harassment policy and procedures, such as available rights and accommodation, and expectation of non-retaliation, as well as where to locate the complete campus sexual harassment policy and procedures.

Recognizing that there is some interaction at play and potential differences in intention to help related to race and sexual orientation is also an important consideration in how and where prevention education might be most effective. Prevention educators may benefit from seeking input from LGBTQ students and students of color to identify student perspective on how best to reach various student populations with appropriate bystander education. Based on these findings, it may be helpful to conduct a focus group with students of color to better understand perceived barriers to helping which can inform future prevention efforts for students.

While results from a single campus climate survey are not generalizable, it is important that prevention efforts are tailored to a given community to attend to specific influences and worldview of that context (Casey & Lindhorst, 2009). Operationalizing climate survey results to inform campus specific prevention efforts holds promise and warrants further attention to work toward identifying how climate survey results can inform best practices in bystander intervention prevention education.

**Title IX Coordinators.** As the most recent guidance form the Department of Education Office of Civil Rights indicates, considerations of policy and procedure on a campus should be informed by campus patterns and student perceptions (OCR, 2015).

Given this study's findings that, although weak, do indicate that awareness of policy and procedures can predict intention to help, insuring that policy is accessible to students is essential. Specifically, federal guidance requires that students be advised that sexual harassment is prohibited, how to request assistance from the college, and the procedures that will occur, with such information provided in a way that is understandable to students.

Title IX Coordinators may benefit from collaborating with campus prevention educators to insure that prevention programs mention or refer specifically to campus policy and procedure (or where to locate this information) for the purpose of making clear that there is such policy but also to reinforce or increase awareness of policy and where to locate further information. In addition, it may be helpful to promote policy and how to find information about policy and procedures to members of the campus community to increase awareness, such as including the web address to locate policy and procedures on printed prevention material. Seeking to further understand how policy is perceived by students, in particular attending to potential differences across identity groups such as race or sexual orientation, may also further inform how campuses can include awareness of policy in holistic bystander intervention prevention and outreach efforts on campus. It would be helpful for Title IX Coordinators to also insure faculty and staff are familiar with policy and procedure, and how to locate further information, so they can assist in making students aware of sexual harassment policy and procedure.

As Title IX Coordinators may increasingly be involved in implementation of campus climate surveys and campus prevention efforts, they are positioned to encourage

a collaborative approach to both. Encouraging the sharing of results from a climate survey can inform communication and prevention on campus. For example, as noted earlier, sharing information about student experience of harassment can serve to raise awareness among the student population that they likely know someone who has experienced sexual assault. This may normalize or increase intention to help. Finally, following the ecological approach discussed in this study, Title IX Coordinators can encourage a collaborative approach including staff across campus such as residential life, student life, athletics, health services, and academic advising in raising awareness of campus sexual harassment policy and procedure through consistent messaging.

**College Counselors.** Whether working in a college counseling center or in other settings, counselors are likely to work with clients who are in or are heading to college. Based on these findings, college counselors may need to increase their own understanding of sexual harassment policy and procedures so they can assist students with their awareness of available options under campus policy. This could be done through prevention outreach to individuals or groups on campus. Psychoeducation is a significant aspect of counseling.

Awareness of different experiences of students, such as students of color or LGBTQ students, related to bystander intervention prevention efforts and sexual harassment policy efforts can be useful to counselors as they support individual clients. Campuses are required to provide prevention education and ongoing awareness campaigns to all students, some students may seek support from counselors for processing their experience with required sexual harassment prevention programming.

Counselors are also likely to work with students who know a friend who may have or may be experiencing sexual harassment. Understanding the influence of “knowing a survivor” on intention to help and the concept of bystander intervention can inform how a counselor responds to a student’s helping attitudes and behaviors. Students who know a survivor may be more motivated to discuss helping, this is something that counselors could provide, either through discussion, if familiar with training bystander skills, or through referring to bystander intervention training available on campus. In working with students of color and LGBTQ students, a counselor may become aware of barriers or motivators of helping from student perspective. It may be possible for counselors to collaborate with prevention educators to offer suggestions for how information might be presented to students to most effectively reach, and be sensitive to the needs of a variety of student populations.

### **Directions for Future Research**

As is common in research these results raised further questions for future consideration. Bronfenbrenner and Morris (2006) explain that in the context of discovery from an ecological perspective, research is undertaken to identify factors to continue to explore in subsequent studies. The identities and experiences of an individual interact with the environment and may have subjective and objective influence in a study. This acknowledges interaction, or some degree of reciprocity, as an individual perceives their environment as well as being impacted by their environment (Bronfenbrenner & Morris, 2006). The results of this study raise interesting questions about the influence of race and sexual orientation. Qualitative exploration to explore bystander intention to help among

LGBQ students and students of color may provide greater perspective. The role of race (Krebs et al., 2007) and sexual orientation (Brown, Clarke, Gortmaker & Robinson-Keilig, 2004; Renn, 2010) are understudied and warrant further consideration in researching bystander intention to help. As previously noted by Banyard and colleagues (Banyard, 2009; Brown et al., 2014), further exploration of bystander intention to help should continue to explore interactions, potentially mediating and moderating variables, as this can benefit prevention efforts. Qualitative research or the use of focus groups to explore campus climate, could serve to further this understanding of differences that may exist across and within identities. Such exploration can inform the development of future climate survey instruments as well as inform bystander intervention prevention efforts to address campus sexual harassment.

Though in the results of this study bystander intention to help did not show consistent differences across year in school, so was not included in the analyses, others have indicated that influence of age and year in school is important to continue to explore (Banyard, 2009; Brown et al., 2014; Beeble et al., 2008). Future work could aid in further understanding of not only individual ecological influences but also situational factors, peer influence, and how changes in policy and prevention may shift culture (Banyard, 2011). It may be helpful to explore within group differences among women who attend co-ed institutions or a sample across multiple institutions. Exploration of additional institutional factors might include exploring whether prior participation in bystander intervention prevention sessions influences intention to help. It would be helpful to gather data in a way that would allow for longitudinal study to identify change

over time within a given community. Given the ongoing nature of change within college populations, ongoing assessment and changing community needs must be attended to in future research. The existing research on bystander intervention for sexual violence prevention currently focuses on students; future expansion to consider the experience and influence of faculty and staff is also warranted as an element of both interpersonal and institutional influence. A central conclusion of an ecological model of prevention is the importance of attending to the combination of intrapersonal and interpersonal learning as well as environmental or policy-level interventions to shift behavior (Casey & Lindhorst, 2009; Sallis, Owen, & Fisher, 2008). Consistent with an ecological approach to prevention education (Glanz, Rimer, & Viswanath, 2008), creating further guidance for operationalizing campus climate results could serve to provide colleges and universities with useful information to inform sexual harassment prevention efforts and policy implementation on campus.

### **Conclusion**

This study provided results that both support and expand existing research on bystander intention to help related to sexual harassment in college student populations. Knowing a survivor, race, and awareness of policy can predict intention to help among college women in sexual harassment situations. Utilizing data collected through campus climate surveys to better understand the community experience as well as inform community response is increasingly important, and has potential to become an expected practice at the college level. Comprehensive prevention efforts utilizing an ecological lens attend to multiple levels of influence in practice and implementation, continuing to

expand our understanding of factors that influence intention to help among college women can inform promising practices in bystander intervention prevention efforts to address sexual harassment. While intention to help does not equate to engaging in helping behavior, it is an important influence on future action (Banyard, 2014; Brown et al., 2014; McMahon et al., 2011). This work is a step toward operationalizing campus climate surveys, putting to use important information gathered to support the greater goal of shifting campus culture to reduce sexual harassment and increase access to education in an equitable way.

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## **Appendix A**

### **Survey**

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## Default Question Block

Dear [REDACTED] Student,

All currently enrolled [REDACTED] students are invited to participate in the following survey. This survey will be available for completion between Friday, March 21 and Friday, April 4, 2014. This survey is intended to gather information about your knowledge, experience, and perception of [REDACTED] Policy Against Discrimination and Harassment, sexual assault and harassment within the College community, and your general perception of campus climate.

## Important things for you to know:

- Your answers will be kept strictly confidential. Survey responses will be analyzed in the aggregate.
- Analysis of this data will provide important information to guide future efforts toward ensuring a campus free from discrimination and harassment, providing programming and services to support these efforts, and to contribute to scholarly writing and presentations related to student experiences of harassment and discrimination, and related prevention efforts, in higher education.
- It is recognized that some questions may be uncomfortable or otherwise raise concern for the reader. All participants are reminded that the [REDACTED] Counseling Center ([REDACTED]), Primary Care Health Services [REDACTED], and the Rape Crisis Center [REDACTED] all provide free, confidential support resources to students.

## Details about the survey:

- You have been assigned a unique link for the Survey Software to manage your online survey input. To ensure privacy, email addresses are not connected to data that is maintained and compiled for analysis.
- Each question within the survey provides the option to choose not to answer a given question. There is no penalty for choosing not to respond to any questions within the survey. It is anticipated that this survey will take 10-15 minutes to complete.
- All students who complete the survey will be provided the opportunity to submit their name and email address for a drawing to win a \$250 Amazon gift card or one of four \$25 Amazon gift cards. The name and contact information provided to enter this drawing will be maintained (and winners selected) separately from the data of survey responses.

Completing this survey indicates that you are 18 years of age or older. Participation is voluntary and indicates your consent to participate in this research. There is no penalty for choosing not to complete this survey.

Questions about the content of this IRB approved survey can be addressed to Amy Zavakil, Associate Dean for Equity, at [REDACTED] or azavakil@[REDACTED].edu

Q1. Please indicate your familiarity with the [REDACTED] Policy Against Discrimination and Harassment.

- ☐ Completely familiar
- ☐ Somewhat familiar
- ☐ Not familiar
- ☐ Prefer not to answer

Please indicate how you learned about the [REDACTED] Policy Against Discrimination and Harassment. Check all that apply.

- ☐ New Student Orientation Program
- ☐ Rape Crisis Anti Violence Support Center [REDACTED]
- ☐ Sexual Violence Response/AntiViolence Support Program [REDACTED]
- ☐ Dean of Studies office
- ☐ Title IX Coordinator / Assoc Dean for Equity
- ☐ Resident Assistant
- ☐ Residence Hall staff / residential program
- ☐ Office of Diversity Initiatives
- ☐ Student Life staff member
- ☐ Academic Adviser
- ☐ Faculty member
- ☐ [REDACTED] Counseling Services
- ☐ Primary Care Health Services



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- ☐ [REDACTED] Public Safety  
☐ Friend  
☐ [REDACTED]'s website  
☐ Student Handbook  
☐ [REDACTED] Sexual Respect Website  
☐ Student organization/event  
☐ Peer educator (Please specify which program)  
☐ Other (Please specify)

Q2. Please indicate your familiarity with the [REDACTED] Student Services for Gender-Based & Sexual Misconduct.

- ☐ Completely familiar  
☐ Somewhat familiar  
☐ Not familiar  
☐ Prefer not to answer

Please indicate how you learned about the [REDACTED] Student Services for Gender-Based & Sexual Misconduct. Check all that apply.

- ☐ New Student Orientation Program  
☐ Rape Crisis Anti Violence Support Center [REDACTED]  
☐ Sexual Violence Response/Anti Violence Support Program [REDACTED]  
☐ Dean of Studies office  
☐ Title IX Coordinator / Assoc Dean for Equity  
☐ Resident Assistant  
☐ Residence Hall staff / residential program  
☐ Office of Diversity Initiatives  
☐ Student Life staff  
☐ [REDACTED] Counseling Services  
☐ Primary Care Health Services  
☐ Friend  
☐ [REDACTED]'s website  
☐ Student Handbook  
☐ [REDACTED] Sexual Respect Website  
☐ Student organization/event  
☐ Academic Adviser  
☐ Faculty member  
☐ Peer educator (Please specify which program)  
☐ Training (Please specify which program)  
☐ Other (Please specify)

Q3. Do you know where to find [REDACTED]'s procedures for addressing complaints of sexual discrimination/harassment and violence (including sexual assault)?

- ☐ Yes  
☐ No

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☐ Unsure

Q4. Do you know how to contact the [REDACTED]'s Title IX Coordinator (Assoc Dean for Equity)?

☐ Yes

☐ No

☐ Unsure

Do you think you can locate the Policy and Procedures and contact information for the Title IX Coordinator on the web or [REDACTED] Portal?

☐ Yes

☐ No

The [REDACTED] Policy Against Discrimination and Harassment provides the following definitions; please review these definitions and keep these in mind as you complete the remaining questions..

*Gender-based misconduct* comprises a broad range of behaviors focused on sex and/or gender discrimination that may or may not be sexual in nature. Sexual harassment, sexual assault, gender-based harassment, stalking, and intimate partner violence are forms of gender-based misconduct under this policy. Misconduct can occur between strangers or acquaintances, including people involved in an intimate or sexual relationship (current or former). Gender-based misconduct can be committed by men or by women, and it can occur between people of the same or different sex.

*Sexual Harassment* is unwelcome conduct of a sexual nature. Sexual assault and requests for sexual favors that affect educational or employment decisions constitute sexual harassment. Sexual harassment may also consist of unwelcome physical contact, requests for sexual favors, visual displays of degrading sexual images, sexually suggestive conduct, or remarks of a sexual nature. Unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal (including print or electronic communication) or physical conduct of a sexual nature constitute sexual harassment when:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or admission to or participation in an academic program or College-sponsored activity; or
  2. Submission to or rejection of such conduct is used as the basis for decisions affecting an individual's employment status or academic standing; or
  3. Such conduct has the purpose or effect of unreasonably interfering with an individual's performance on the job or in the classroom; or
  4. Such conduct has the purpose or effect of creating an intimidating, hostile, or offensive work or study environment for an individual or group of individuals.
- Sexual harassment can occur regardless of the relationship, position or respective sex of the parties, same sex harassment violates this policy. Harassment because of one's actual or perceived sexual orientation also constitutes a violation of this policy. Violation of this policy also includes harassment by a student of a faculty member or a subordinate employee of his/her supervisor.

*Intimate partner violence.* The use of physical violence, coercion, threats, intimidation, isolation, stalking, or other forms of emotional, sexual or economic abuse used to control a partner in an intimate relationship constitute intimate partner violence. This includes any behaviors that intimidate, manipulate, humiliate, isolate, frighten, terrorize, coerce, threaten, blame, hurt, injure, or wound someone. Intimate partner violence can be a single act or a pattern of behavior in relationships. Intimate partner relationships are defined as short or long-term relationships (current or former) between persons intended to provide some emotional/romantic and/or physical intimacy. Also referred to as Domestic Violence or Dating Violence.

*Stalking.* As mentioned in the definitions for gender-based harassment and intimate partner violence, stalking is defined as a course of conduct directed at a specific person that would cause a reasonable person to feel fear. Stalking involves repeated and continued harassment made against the expressed wishes of another individual, which causes the targeted individual to feel emotional distress, including fear and apprehension. Stalking behaviors may include: pursuing or following; non-consensual (unwanted) communication or contact - including face-to-face, telephone calls, voice messages, electronic messages, text messages, unwanted gifts, etc.; trespassing; and surveillance or other types of observation.

*Sexual Assault.* The College defines sexual assault as any non-consensual, intentional physical contact of a sexual nature, such as unwelcome physical contact with a person's

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genitals, buttocks, or breasts, or any form of sexual intercourse without consent. Rape is a form of sexual assault. Sexual assault occurs when the act is committed by: a) physical force, violence, threat, or intimidation; b) ignoring the objections or without the consent of another person; c) causing another's intoxication or impairment through the use of alcohol or other drugs; and/or d) taking advantage of another person's incapacitation, helplessness, or other inability to consent.

**Consent.** The presence of consent involves explicit communication and mutual approval for the act in which the parties are/were involved. A sexual encounter is considered consensual when individuals willingly and knowingly engage in sexual activity. The use of coercion in instances of sexual assault involves the use of pressure, manipulation, substances, and/or force. The absence of "No" is not a "Yes."

**Q5. If you or someone you know experiences harassment or discrimination (including sexual harassment), how likely would you be to report your concern to:**

	Prefer not to answer	Very Likely	Somewhat Likely	Somewhat Unlikely	Very Unlikely
Title IX Coordinator (Assoc Dean for Equity)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Residential Life staff member (RA, HD, Associate Director, Office Staff)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
██████ Public Safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Office of Diversity Initiatives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Class Dean	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Another staff or faculty member	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Via electronic form	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**If you indicated an unwillingness to report an experience of harassment or discrimination to anyone listed above, please indicate your reason(s) why. Check all that apply.**

- ☐ Fear of not being believed
- ☐ Concern related to the reputation of another involved party
- ☐ Concern related to my own reputation
- ☐ Concern that matter will not being taken seriously
- ☐ Fear of retaliation
- ☐ Know these staff are not completely confidential
- ☐ Feeling responsible/blaming self
- ☐ Don't know the procedure
- ☐ Other (Please specify or expand upon response above, if you choose)

**Q6. Would you say ██████ proactively informs students and staff of their rights and responsibilities as they pertain to incidents of sexual discrimination/harassment and violence (including sexual assault)?**

- ☐ Yes
- ☐ No
- ☐ Unsure

**Q7. If you witnessed or experienced an act of harassment/violence during this academic year, with whom did you file a report? Please check all that apply.**

- ☐ Not applicable
- ☐ Did not file a report
- ☐ Title IX Coordinator (Assoc Dean for Equity)
- ☐ Student Services for Gender-Based and Sexual Misconduct
- ☐ Residential Life staff member (RA, HD, Associate Director, Office Staff)
- ☐ ██████ Public Safety
- ☐ Class Dean

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- ☐ Another staff or faculty member  
☐ [REDACTED] staff or faculty member  
☐ Via electronic reporting form

**Q8. Do you believe that allegations of sexual discrimination/harassment and violence (including sexual assault) are handled by [REDACTED] in a prompt manner?**

- ☐ Yes  
☐ No  
☐ Don't know  
☐ Haven't experienced

**Q9. Please indicate your familiarity with the following programs:**

	Completely familiar	Somewhat familiar	Not familiar
[REDACTED] Counseling Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Primary Care Health Service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Residential Life Programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Well Woman	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rape Crisis Center (Anti-Violence Support)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ASAP (Alcohol and Substance Awareness Program)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
[REDACTED] Student Government Association meetings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
[REDACTED] sponsored events (such as Cultural Heritage Month Celebrations, Urban New York, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
[REDACTED] recognized organization event (such as McAc, Skip Stop, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
University recognized event (such as Greek organization, cultural organization, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Please indicate your extra-curricular participation during the current academic year (select all that apply):**

- ☐ I am a member of a recognized fraternity or sorority  
☐ I am a peer educator (e.g. Well Woman, RCC, and/or Stress Busters)  
☐ I am a student athlete (CU Varsity/Team Athletics)  
☐ I participate in club sports  
☐ I am an active member of one recognized student organization  
☐ I am a member of two or more recognized student organization  
☐ I work an on-campus job (student worker)

**I feel a sense of community and like I belong:**

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
at [REDACTED] College	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
as part of [REDACTED] University	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**I have attended at least one Step Up! Bystander Intervention presentation or training during the current academic year.**

- ☐ Yes  
☐ No  
☐ Unsure

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**Q10. In the last twelve months, indicate where you may have experienced someone engaging in the following behaviors toward you: (Check all that apply)**

	Prefer not to answer	Have not experienced	On campus	On Campus	In residence hall	At a college event	In a Class	In a Class	On-campus job	Off-campus job	On the street (surrounding campus)	In the subway	Other (non-campus) location
Made derogatory comments, jokes, or gestures regarding race or ethnicity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Called you a													
homophobic name (such as faggot, dyke, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Made unwelcome sexual comments, jokes, gestures, or looks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Showed, gave, or left sexual pictures, web pages, illustrations, or messages you didn't want to see	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Q10 (continued). In the last twelve months, indicate where you may have experienced someone engaging in the following behaviors toward you: (Check all that apply)**

	Prefer not to answer	Have not experienced	On campus	On Campus	In residence hall	At a college event	In a Class	In a Class	On-campus job	Off-campus job	On the street (surrounding campus)	In the Subway	Other (non-campus) location
Touched, grabbed, or pinched you in an unwelcome sexual way	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Asked you to do something sexual in exchange for something (e.g., a better grade, a recommendation, class notes, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Blocked your path, cornered you, or followed you in an unwelcome sexual way	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Q10 (continued). In the last twelve months, indicate where you may have experienced someone engaging in the following behaviors toward you: (Check all that apply)**

	Prefer not to answer	Have not experienced	On campus	On Campus	In residence hall	At a college event	In a Class	In a Class	On-campus job	Off-campus job	On the street (surrounding campus)	In the Subway	Other (non-campus) location
Forced you to kiss him or her	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Forced you to do something sexual, other than kissing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Posted sexual messages about you on the Internet (e.g., websites, blogs) or e-mailed, instant or text messaged sexual	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
messages about you													
Spread sexual rumors about you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Q11. In the last twelve months, indicate where you may have witnessed someone engaging in the following behaviors toward others: (Check all that apply)**

	Prefer not to answer	Have not witnessed	On campus	On Campus	In residence hall	At a college event	In a Class	In a Class	On-campus job	Off-campus job	On the street (surrounding campus)	In the Subway	Other (non-campus) location
Made derogatory comments, jokes, or gestures regarding a person's race or ethnicity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Called another person a homophobic name (such as faggot, dyke, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Made unwelcome sexual comments, jokes, gestures, or looks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Showed, gave or left sexual pictures, web pages, illustrations, or messages in plain view	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Q11 (continued). In the last twelve months, indicate where you may have witnessed someone engaging in the following behaviors toward others: (Check all that apply)**

	Prefer not to answer	Have not witnessed	On campus	On Campus	In residence hall	At a college event	In a Class	In a Class	On-campus job	Off-campus job	On the street (surrounding campus)	In the Subway	Other (non-campus) location
Touched, grabbed, or pinched someone in an unwelcome sexual way	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Asked another person to do something sexual in exchange for something (e.g., a better grade, a recommendation, class notes, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Blocked your way, cornered, or followed you in a sexual way	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Q11 (continued). In the last twelve months, indicate where you may have witnessed someone engaging in the following behaviors toward others: (Check all that apply)**

	Prefer not to answer	Have not witnessed	On campus	On Campus	In residence hall	At a college event	In a Class	In a Class	On-campus job	Off-campus job	On the street (surrounding campus)	In the Subway	Other (non-campus) location
Forced another person to kiss him or her	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Forced another person to do something sexual, other than kissing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Posted sexual messages about another person on the internet (e.g., websites, blogs) or e-mailed, instant or text messaged sexual messages about another person	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spread sexual rumors about another person	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Q12. During the past twelve months, have you...**

	Prefer not to answer	No	Yes - once	Yes - twice	Yes - more than twice
Given in to sexual play (fondling, kissing, touching, but not	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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intercourse) when you didn't want to because you were overwhelmed by the other person's arguments and/or pressure?

☐ ☐ ☐ ☐ ☐

had sex play (fondling, kissing, touching, but not intercourse) when you didn't want to because the other person used their position of authority (boss, teacher, supervisor) to make you?

☐ ☐ ☐ ☐ ☐

had sex play (fondling, kissing, touching, but not intercourse) when you didn't want to because the other person threatened or used some degree of physical force (twisting your arm, holding you down etc.) to make you?

☐ ☐ ☐ ☐ ☐

had unwanted sexual intercourse because you were under the influence of alcohol or other substances?

☐ ☐ ☐ ☐ ☐

Had unwanted sex play or sexual intercourse because you were given alcohol or other substances

☐ ☐ ☐ ☐ ☐

had sexual intercourse when you didn't want to because you were pressured, forced or otherwise did not provide consent?

☐ ☐ ☐ ☐ ☐

**Q13. Do you know anyone who has ever been sexually assaulted?**

- ☐ Yes
- ☐ No
- ☐ Unsure
- ☐ Prefer not to answer

**If someone you know disclosed to you that they have recently been sexually assaulted, do you feel prepared (sufficiently aware of resources) to provide a supportive response?**

- ☐ Yes, I'm aware of a range of resources on and off campus
- ☐ Yes, I have some information and feel I could be supportive and help locate information and resources
- ☐ I am somewhat prepared and would be supportive
- ☐ I would like to learn more to be of support if someone I know discloses to me
- ☐ No, I don't feel prepared

**Q14. Directions: For each of the following statements, please indicate how likely you would be to engage in the stated behavior to help someone familiar to you (as in, someone within the campus community).**

	Extremely Likely	Likely	Somewhat Likely	Somewhat Unlikely	Very Unlikely
I approach someone I know if I thought they were in an abusive relationship and let them know I'm here to help	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I let someone who I suspect has been sexually assaulted know I'm available for help and support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I ask someone who seems upset if they are okay or need help	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If someone said they had an unwanted sexual experience, but don't call it rape, I express concern or offer to help	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I express concern to someone I know who has unexplained bruises that maybe signs of abuse in relationship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I stop and check in on someone who looks intoxicated when they are being taken upstairs at party	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I see a someone talking to a woman I know. The person is sitting close to her and by the look on her face I can see she is uncomfortable. I ask her if she is okay or try to start a conversation with her	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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I see someone and their partner. The partner has fist clenched around the arm of person and person looks upset. I ask if everything is okay

☐ ☐ ☐ ☐ ☐

Ask someone who is being shoved or yelled at by their partner if they need help

☐ ☐ ☐ ☐ ☐

Tell someone if I think their drink was spiked with a drug

☐ ☐ ☐ ☐ ☐

**Q15. What is your class year?**

- ☐ First year
- ☐ Second year
- ☐ Third year
- ☐ Fourth year or later

**Q16. What is your sexual orientation?**

- ☐ Bisexual
- ☐ Gay/lesbian
- ☐ Heterosexual
- ☐ Queer
- ☐ Unsure/questioning
- ☐ Other
- ☐ Prefer not to answer

**Q17. What is your sex?**

- ☐ Female
- ☐ Transgender
- ☐ Other

**Q18. Are you a U.S. citizen or permanent resident (hold a permanent Visa)?**

- ☐ Yes
- ☐ No

**Q19. What is your race or ethnic group. Mark all that apply.**

- ☐ American Indian or Alaska Native
- ☐ Asian or Asian American
- ☐ Black or African American
- ☐ Hispanic or Latina
- ☐ Native Hawaiian or Other Pacific Islander
- ☐ White
- ☐ Other
- ☐ Prefer not to answer

It is recognized that some questions on this survey may have been uncomfortable or otherwise raised concern. All participants are reminded that the [REDACTED] Counseling Center [REDACTED], Primary Care Health Services [REDACTED], and the Rape Crisis Center [REDACTED] all provide confidential support resources.

The [REDACTED] Policy Against Discrimination and Harassment can be found online at:  
<https://az1.qualtrics.com/ControlPanel/Ajax.php?action=GetSurveyPrintPreview&T=1V9jot>



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[http://\[REDACTED\].edu/doc/00018](http://[REDACTED].edu/doc/00018)

The Student Services for Gender-Based and Sexual Misconduct policy and procedures can be found online at: <http://www.██████████.index.html>

In appreciation of your time and input, those students who participate have the opportunity upon submitting the survey responses to enter into a drawing to win a \$250 Amazon gift card or one of four \$25 Amazon gift cards. If you would like to participate in this opportunity, please complete the below information. *(name and email will not be included in review of survey responses, collected here only for entry into this drawing.)*

Name

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Email address

11/11/2016

THANK YOU for your responses to this survey, your input provides valuable guidance to support effective prevention efforts and response within our community! By clicking the 'Continue' button below, your survey (and raffle information, if applicable) will be submitted.

**Appendix B**

**MSU IRB approval**

**MONTCLAIR STATE  
UNIVERSITY****Institutional Review Board  
College Hall, Room 248**VOICE: 973-655-7583  
FAX: 973-655-3022

January 5, 2015

Ms. Amy Zavadil  
27 Park Court, # 113  
Verona, NJ 07044Re: IRB Number: **001618**Project Title: **Intention to Help in Sexual Harassment Prevention Among College Women:  
Exploring Intrapersonal, Interpersonal, and Institutional Influences**

Dear Ms. Zavadil:

After an exempt 4 review, Montclair State University's Institutional Review Board (IRB) approved this protocol on **December 23, 2014**.

Although this study is exempt from continuing review, any changes made to this protocol must be submitted as an amendment and approved by the IRB.

When you complete your research project you must submit a Project Completion form. Before requesting amendments or submitting project completion, please reference MSU's IRB website and download the current forms.If you have any questions regarding the IRB requirements, please contact me at 973-655-5189, [reviewboard@mail.montclair.edu](mailto:reviewboard@mail.montclair.edu), or the Institutional Review Board.

Sincerely yours,

A handwritten signature in blue ink, appearing to read "Kat Bulkley".  
Dr. Katrina Bulkley  
IRB Chaircc: Dr. Les Kooyman, Faculty Sponsor  
Ms. Amy Aiello, Graduate School[montclair.edu](http://montclair.edu)

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